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ABSTRACT

A study was undertaken to explore the relationship between students' expected competencies at various stages in the public administration baccalaureate program of Medgar Evers College (City University of New York) and agency needs as perceived by administrators, agency heads, and experts in the field. In a survey done in 1970, agency needs were defined. A comparison is made with the proposed curriculum for a competency-based undergraduate program. The major finding was that the defined needs and the curriculum elements are compatible. It is recommended that the curriculum units be translated into behavioral objectives, stated as professional rather than academic competencies, and that the program be evaluated after the first year, with due consideration for the difference between short- and long-term objectives. The survey questionnaire, a list of respondents, and the competency areas and the corresponding curriculum units are appended. (MSE)

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Undergraduate Education for the New Public Administration: A Report on Research Identifying Abilities Needed by Contemporary Public Administrators, with Implications for Curriculum Design

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By Muriel Greenhill and Philip Stander

October, 1975

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The Relationship Between Proposed Competencies Of a Public Administration Baccalaureate Curriculum and Agency Needs

I. Overview

The following study represents an effort to explore the nature of the relationship between competencies which students are expected to evince at various stages of their progress within the Public Administration Baccalaureate Program of Medgar Evers College of CUNY, and agency needs as perceived by administrators, agency heads, and experts in the field. This analysis focuses on the findings of an investigation conducted by Dr. Muriel Greenhill in 1970 under a grant (#69-6-357) from the Bureau of Occupational Education Research and Division of Occupational Education Supervision.

A. The Initial Investigation

Preliminary to conducting the investigation, Dr. Greenhill designed a questionnaire to be completed by federal and New York State officials, and public administration experts.[1] The questionnaire was labeled and identified as "an instrument designed to obtain views and positions on key issues in the development of a community college curriculum to prepare graduates for government service careers which provide opportunity for advancement to middle-management levels."

The 55 federal respondents (89 received questionnaires)

1. Appendix A constitutes the questionnaire.

were members of the Federal Personnel Association of Metropolitan New York, an inter-agency group concerned with federal personnel administration. Each individual represented a field installation of a federal department and was in charge of the installation's civilian personnel administration.

The 22 New York State respondents (59 received questionnaires) were members of the State Personnel Council and, typically, were the chief state-wide personnel officers of an agency.

The 8 "expert" respondents (22 received questionnaires) included persons of stature and distinction in key fields which relate directly to public administration, higher education, manpower and human resource development.[2]

The investigation had proceeded with the intention of continuing the development of an Associate Degree Program at Kingsborough Community College. One of the underlying assumptions of the present study (see section III. A) is that there is an apparent relevance between the initial study findings and the development of a four year, undergraduate Public Administration Program, i.e., the agency needs as perceived by questionnaire respondents represent competencies which must

2. Appendix B constitutes a list of the persons and agencies to whom questionnaires were sent.

be obtained prior to graduation and, since these competencies can be developed to varying degrees, the distrinction between the abilities of junior and senior college graduates is qualitative and quantitative rather than generic. Therefore, this study will proceed to a comparision of the questionnaire responses, reflecting perceived agency needs, and the proposed Competency-Based Curriculum.

B. The Competency-Based Curriculum

In July of 1975, Dr. Greenhill initiated a project to develop a Competency-Based Baccalaureate Program in Public Administration at Medgar Evers College. The program was designed to provide, as well as upgrade, skills in order to assure that graduates would qualify for managerial positions in municipal, state and federal agencies.[3]

The Competency-Based Program was to enable the students to acquire knowledge and skills required by the future urban administrator. Such an administrator would have to be a problem solver and non-legislative policy maker, "able to identify, define and analyze community problems, help define strategies for

3. The term "managerial" was conceived in its broadest sense to include, at the highest level, all non-political positions, i.e., excluding deputies, commissioners, deputy commissioners, and all other "at pleasure" executive appointments.

dealing with them and formulate and administer policies and programs to effect these strategies ... The urban administrator must also be a competent manager" and "must assume the responsibility for participating in or developing a creative team of managers capable of designing and carrying on public programs."[4]

Given this broad statement of the competencies expected of urban administrators, the proposal affirmed the value of a competency-based curriculum model which is outcomes oriented. As a result of the implementation of such a curriculum, it is expected that a student will be able to integrate theory and practice, and emerge from the educational experiences, provided by the proposed Public Administration Program, able to apply acquired knowledge and competencies to complex social problems in the context of public administration.[5]

The challenge was to define, objectively, "the skills and knowledge required of an effective public servant and holder of a baccalaureate degree."[6] Subsequently, Dr. Greenhill and her staff identified, defined and developed those competencies required of a Public Administration Program graduate. The following section focuses on these competencies in relation to questionnaire respondents' perceptions of agency needs.

4. Dr. Muriel Greenhill, "Proposal for a Competency-Based Baccalaureate Program in Public Administration," July, 1975, pp.3,4.
5. Ibid, p.7.
6. Ibid, p.8.

II. Comparison of Proposed Competencies and Agency Needs

The curriculum proposal identifies generic Competency-Based Areas "which are perceived to be essential to any public administrator":

1. Understanding Public Agency Structure and Administrative Processes
2. Implementing Statutory Programs and Processes
3. Communicating Public Agency Policies, Plans and Practices
4. Developing Personal/Professional Identity and Capacity for Continuing Development in Public Agencies
5. Systematizing Agency Fiscal and Budgetary Processes
6. Decision Making in Public Agencies
7. Responding to Agency's Constituencies Needs
8. Problem Solving in Public Agencies

Each Competency-Based Area (CBA) was defined and structured in operationally specific terms. Consequently, each CBA was divided into a sequence of Theory-Practice Units (TPUs). Each TPU defines the operational behavior (or demonstrated ability) to be assessed, as well as the parameters within which learning goals, resources and methodologies are to be organized.

The questionnaire, to which agency heads, administrators and experts responded, included a section of items entitled, "Agency Needs." Table I represents the questionnaire items of the section, "Agency Needs", along with the computed per-

centages identifying those competencies, skills and abilities which agency heads most valued. The portion of the survey summarized in Table I was designed to measure agency perceptions of the characteristics and capacities necessary for government service careers at the middle management (or higher) level.

TABLE I

Percentage Distribution of Positive Responses by Agency Heads

AGENCY NEEDS

1. Importance of specific skills and abilities ... (necessary for government service careers which can lead to middle-management positions or above:

	Very Important	Important
a) Problem-solving skills	65.6%	21.1%
b) Ability to make decisions and/or sound recommendations	75.0%	22.4%
c) Personal drive sufficient to seek and achieve long-range goals	69.3%	24.0%
d) Flexibility in analyses and other response in on-the-job relationships	65.6%	28.9%
e) Ability to analyze written materials	68.4%	26.3%

TABLE I
(Cont'd)

	Very Important	Important
f) Precise and expressive communications skills, oral and written	68.4%	30.3%
g) Grasp of intra-organizational relationships	48.7%	34.2%
h) Ability to discern central issues in a situation or problem and recognize perspectives other than one's own or that of one's agency	52.6%	35.5%
i) Capacity to collaborate around central issues and common objectives when two or more viewpoints, agencies or units within an agency are involved	46.7%	29.3%
j) Capacity to tolerate ambiguity, complexity and other pressures inherent in contemporary government and society	48.6%	28.4%
k) Ability and motivation to pursue personal and organizational goals despite limits imposed by formal structure settings	57.9%	26.3%
2. Increasing importance of government personnel comprehension of systems, practices and issues in modern government communications	53.8%	27.6%
3. Similar familiarity with internal agency communications	55.3%	30.3%
4. Importance of practice in analysis and preparation of information and research reports	43.4%	31.6%

TABLE I
(Cont'd)

	Very Important	Important
5. Importance of agency personnel understanding issues and approaches in identification, development and utilization of human resources to meet public policy objectives	55.2%	28.4%
6. Necessity of sensitivity and genuine concern by public employees in certain programs relating to the needs of people	79.7%	20.3%
7. Ability to modify and readjust an earlier view of a situation or problem and to act responsibly and flexibly in the least possible time	58.3%	26.4%

(The four response choices were Very Important, Important, Of Some Value and Unimportant)

An analysis of Table I, which presents a percentage distribution of positive responses to key questions by agency personnel, reveals an expression of major agency concerns and needs. The following generalizations obtain from this analysis on the basis of which Dr. Greenhill and her staff identified the broad areas of competencies which agency heads value.

1. Of the agencies represented by the respondents, more than half assumed operational responsibility for human resource

development. Of these, 80.9% saw such responsibility as a very important element in personnel policies and practices of the agency, and 52.7% saw it also as very important in relation to this mission of the agency.

2. Working with local persons and organizations was seen as important or very important to agency mission by well over half of the respondents (59.7%).

3. More than three-quarters of the respondents (77.2%) felt flexible, responsible initiative to be important in their agencies in responding to urban problems and community needs.

4. In two areas the respondents were almost unanimous in judging particular skills and abilities to be important or very important to an agency. The ability to make decisions and/or sound recommendations and the necessity of sensitivity and genuine concern by public employees in administering certain government programs which relate to the needs of people attracted the heaviest emphasis from the respondents.

As a whole, the responses make clear that a strong majority believe a public administration curriculum should go well beyond traditional subject matter and, by implication, beyond current methodology and assessment techniques. It is equally clear that the respondents perceive the demands of responsible,

effective urban public service in broad, generic terms which include such diverse dimensions as personal drive, problem-solving skills and knowledge of internal agency communications.

The following represents a comparison of questionnaire items reflecting the respondents perceptions of agency needs and the CBAs, and TPUs which they subsume. The comparison is made in order to determine the compatibility of the CBAs, which are proposed for inclusion in the Public Administration curriculum, and perceived agency needs.[7]

1. Understanding Public Agency Structure and Administrative Processes

1. The first CBA relates directly to questionnaire items 5 and 2, i.e., the understanding of public agency structure and administrative processes which the public administration student must evince derives from the understanding of issues and approaches in the "identification, development and utilization of human resources to meet public policy objectives" (item 5), as well as to a "comprehension of systems, practices and issues in modern government communications" (item 2).

2. In addition, the first CBA is found to relate to item 1g, i.e., such understanding derives from a "grasp of intra-organizational relationships" (item 1g).

7. Appendix C represents the eight Competency-Based Areas, and the Theory-Practice Units subsumed therein.

3. Specifically, TPU 1.c relates to questionnaire item 1h, 2 and 5, i.e., the "ability to recognize and differentiate the kinds of decisions made in public agencies, the people who make them and the roles they play, and the range of structure and styles which characterize decision making processes in their organizations" (TPU 1.c) relates to the "ability to discern central issues in a situation or problem ... " (item 1h), as well as to items 2 and 5 (see Table I for each item).

2. Implementing Statutory Programs and Policies

1. The second CBA relates directly to item 5, i.e., the ability to implement statutory programs and policies which the public administration student must demonstrate derives from the understanding of issues and approaches in the "identification, development and utilization of human resources to meet public policy objectives" (item 5) which agency respondents perceived to be valuable in urban administrators.

2. Specifically, TPU 2.a relates to questionnaire item 2, i.e., the "ability to understand the legislative processes through which a publically funded program is shaped and enacted into law" (TPU 2.a) relates to the ability to comprehend "systems, practices and issues in modern government communications" (item 2).

3. TPU 2.b relates to questionnaire items 1e, f and 4, i.e., the "ability to frame questions, in precise, professional language, pertaining to program's purpose(s) and mandated arrangements" (TPU 2.b) relates to the "ability to analyze written materials" (item 1e), to the possession of "precise and expressive communications, oral and written" (item 1f), and to the abilities which derive from "practice in analysis and preparation of information and research reports" (item 4).

4. TPU 2.c relates to questionnaire items 1e, 4, 2 and 5, i.e., the "ability to identify and analyze the component elements of a major, federal, statute-based program which provides direct benefits to urban residents through local administration by a public agency" (TPU 2.c) relates to the "ability to analyze written materials" (item 1e), the abilities which derive from "practice in analysis and preparation of information and research reports" (item 4), the "comprehension of systems, practices and issues in modern government communications" (item 2), and the understanding of "issues and approaches in identification, development and utilization of human resources to meet public policy objectives" (item 5).

5. TPU 2.d relates to questionnaire items 1e, 4 and 1b,

i.e., the "ability to analyze and interpret federal agency policy and procedural directives ... and identify words and phrases which either resolve or raise questions for the local administering agency" (TPU 2.d) relates to the "ability to analyze written materials" (item 1e), the abilities which derive from "practice in analysis and preparation of information and research reports" (item 4), and the "ability to make decisions and/or sound recommendations" (item 1b).

6. TPU 2.e relates to questionnaire items 1e, 4, 1b, h, 2 and 5, i.e., the "ability to analyze and evaluate descriptions and reports involving the effectiveness of the program in relation to its policies, goals and appropriations, utilizing program evaluation techniques involving quantitative and non-quantitative data and basic analytical data processing skills" (TPU 2.e) relates to the following abilities and characteristics identified by agency respondents as valuable:

a. Ability to analyze written materials (item 1e)
b. Abilities which derive from practice in analysis and preparation of information and research reports (item 4)
c. Ability to make decisions and/or sound recommendations (item 1b)
d. Ability to discern central issues in a situation or problem and recognize perspectives other than one's own or that of one's agency (item 1h)

e. Comprehension of systems, practices and issues in modern government communications (item 2)
f. Understanding of issues and approaches in identification, development and utilization of human resources to meet public policy objectives (item 5)

7. TPU 2.f, g and h relate to questionnaire items 1e, h and 2, i.e., the "ability to design and implement evaluation plans and projects to assess efforts, performance, adequacy of performance, efficiency, and process" (TPU 2.f), the "ability to appraise local administering ... agency organization, staff, budget and indirect outreach activities established to administer the program, in relation to its policies, goals and appropriations" (TPU 2.g), and the "ability to develop local administering agency organization, staffing patterns and budgets to administer a publicly funded program ..." (TPU 2.h) relate to the "ability to analyze written materials" (item 1e), the "ability to discern central issues in a situation or problem ..." (item 1h), and the "comprehension of systems, practices and issues in modern government communications" (item 2).

It should be noted that TPU 6, 7 and 8 relate to many of the abilities valued by agency respondents.

3. Communicating Public Agency Policies, Plans and Practices

1. The third CBA relates directly to questionnaire items

2 and 3, i.e., the graduate's ability to engage in the processes of communications with regard to public agency policies, plans and practices relates to the respondents' perception of the "increasing importance of government personnel comprehension of systems, practices and issues in modern government communications" (item 2) and to a "similar familiarity with internal agency communications" (item 3).

2. Specifically, TPU 3.a relates to questionnaire items 5, 1e, and 4, i.e., the "ability to analyze public policy statements, agency directives, and other written documents for the purposes of extracting and summarizing their essential elements" (TPU 3.a) relates to the ability of agency personnel to understand "issues and approaches in identification, development and utilization of human resources to meet public policy objectives" (item 5), to the "ability to analyze written materials" (item 1e), and to the abilities which come from "practice in analysis and preparation of information and research reports" (item 4).

3. TPU 3.b and 3.c relate to questionnaire items 1f and 4, i.e., the "ability to develop oral and written presentations (formal and informal) which clearly identify agency problems, processes, or practices" (TPU 3.b) and the "ability to alter one's speaking/writing style in congruence with the specified

audience (e.g., colleagues, clients, legislators, pressure groups)" (TPU 3.c) both relate to the possession of "precise and expressive communications, oral and written" (item 1f) and abilities which come from the "practice in analysis and preparation of information and research reports" (item 4).

4. TPU 3.d relates to questionnaire items 1e, f, g, 2 and 4, i.e., the "ability to demonstrate flow-charting skills which clearly and accurately represent agency processes, future goals and work in progress" (TPU 3.d) relates to the following abilities identified by agency respondents:

a. Ability to analyze written materials (item 1e)
b. Precise and expressive communications skills, oral and written (item 1f)
c. Grasp of intra-organizational relationships (item 1g)
d. Comprehension of systems, practices and issues in modern government communications (item 2)
e. Abilities which derive from practice in analysis and preparation of information and research reports (item 4)

5. TPU 3.e relates to questionnaire item 4, i.e., the "ability to utilize a variety of professional formats (e.g., position papers, highlight memoranda) for the presentation of analyses and recommendations concerning public agency plans, policies and practices" (TPU 3.e) relates to the abilities which obtain from "practice in analysis and preparation of

information and research reports" (item 4).

6. TPU 3.f relates to questionnaire items 2 and 1e, i.e., the "ability to understand and compare various models of external agency communications systems and to appraise their respective value as to openness and accountability and efficiency" (TPU 3.f) relates to the ability to comprehend "systems, practices and issues in modern government communications" (item 2) and to the "ability to analyze written materials" (item 1e).

4. Developing Personal/Professional Identity and Capacity for Continuing Development in Public Agencies

1. The fourth CBA relates directly to questionnaire items 1c and 1k, i.e., the ability to develop a personal and professional identity and the capacity for continuing development in public agencies relates to agency respondents' perception that urban administrators ought to have "personal drive sufficient to seek and achieve long-range goals" (item 1c) as well as the "ability and motivation to pursue personal and organizational goals despite limits imposed by formal structure settings" (item 1k).

2. Specifically, TPU 4.e relates to questionnaire items 1e, g, 4 and 5, i.e., the "ability to analyze and define one's job responsibilities in terms of the ethical and philosophical

dimensions of the mission of the agency and its mandated activities" (TPU 4.e) relates to the following abilities identified by agency respondents:

a. Ability to analyze written materials (item 1e)
b. Grasp of intra-organizational relationships (item 1g)
c. Abilities which derive from practice in analysis ... (item 4)
d. Understanding of issues and approaches in identification, development and utilization of human resources to meet public policy objectives (item 5)

3. TPU 4.f relates to questionnaire items 1j, 7 and 1d, i.e., the "ability to tolerate ambiguity and uncertainty which arises in connection with agency change and/or new individual responsibilities within an agency" (TPU 4.f) relates to the agency respondents' perception that urban administrators ought to possess the "capacity to tolerate ambiguity, complexity and other pressures inherent in contemporary society" (item 1j), the "ability to modify and readjust an earlier view of a situation or problem and to act responsibly and flexibly ..." (item 7), and to evince "flexibility in analyses and other responses in on-the-job relationships" (item 1d).

5. Systematizing Agency Fiscal and Budgetary Processes

The fifth CBA, and all of the TPUs which it subsumes, relates to questionnaire items 5, 2, 1e and 1h, i.e., the capacity

to systematize agency fiscal and budgetary processes, which the Public Administration Program graduate must evince, relates to the respondents' perception that urban administrators must understand "issues and approaches in identification, development and utilization of human resources to meet public policy objectives" (item 5), comprehend "systems, practices and issues in modern government communications" (item 2), possess "the ability to analyze written materials" (item 1e), and be able to "discern central issues in a situation or problem ..." (item 1h).

6. Decision Making in Public Agencies

1. The sixth CBA relates directly to questionnaire item 1b, i.e., the ability to engage in decision making in public agencies which program graduates must demonstrate is related to agency respondents' perception that urban administrators must have the "ability to make decisions and/or sound recommendations" (item 1b).

2. Specifically, TPU 6.a relates to questionnaire items 1h (second half) and 1i, i.e., the "ability to analyze personal assumptions and expectations (in oneself and in others) which affect the decision making process" (TPU 6.a) relates to the "ability to ... recognize perspectives other than one's own or

that of one's agency" (item 1h) as well as to the "capacity to collaborate around central issues and common objectives when two or more viewpoints, agencies or units within an agency are involved" (item 1i) .

3. TPU 6.b relates to questionnaire item 1h (first half), i.e., the "ability to discern how well defined the situation is and to identify parameters which are clear and components which are unclear" (TPU 6.b) relates to the "ability to discern central issues in a situation or problem ..." (item 1h).

4. TPUs 6.c and 6.d relate to questionnaire item 5, i.e., the "ability to identify the legal, substantive, logistical and strategic components in the decision making process" (TPU 6.c) and the "ability to identify and analyze policy and regulatory criteria affecting a decision" (TPU 6.d) both relate to the understanding of "issues and approaches in identification, development and utilization of human resources to meet public policy objectives" (item 5).

5. In addition, TPU 6.d relates to item 1e, i.e., to the "ability to analyze written materials."

7. Responding to Agency's Constituencies Needs

1. The seventh CBA relates directly to questionnaire item 6, i.e., the ability to respond to agency constituency needs

which the student must evince relates to the respondents' perception of the "necessity of sensitivity and genuine concern by public employees in certain programs relating to the needs of people" (item 6).

2. Specifically, TPU 7.f relates to items 5 and 6, i.e., the "ability to identify other resources, mechanisms, and governmental entities which can help meet the constituency with advice and information useful for establishing contact themselves" (TPU 7.f) relates to the "importance of ... understanding issues and approaches in identification, development and utilization of human resources to meet public policy objectives" (item 5) as well as to a "sensitivity and genuine concern ... " for "the needs of people" (item 6).

8. Problem Solving in Public Agencies

1. The eighth CBA relates directly to questionnaire item 1a, i.e., the ability to engage in problem solving in public agencies which program graduates must demonstrate is related to agency respondents' perception that urban administrators must possess "problem solving skills" (item 1a).

2. Specifically TPU 8.a relates to questionnaire items 1h and e, i.e., the "ability to define and differentiate between

fact and opinion, impression and evidence, and assumptions and conclusions" (TPU 8.a) relates to the "ability to discern central issues in a situation or problem and recognize perspectives other than one's own or that of one's agency" (item 1h) and to the "ability to analyze written materials" (item 1e).

3. TPUs 8.b, c,and d relate to questionnaire items 1e and 4, i.e., the "ability to identify, define and differentiate among deductive, inductive, and intuitive approaches to defining and solving problems" (TPU 8.b), the "ability to use inductive reasoning ... in the definition and solution of an agency problem, having selected a problem for which this is an appropriate approach" (TPU 8.c) and the "ability to use deductive reasoning ... involving logic and an explicit plan of attack in the definition and solution of an agency problem ..." (TPU 8.d) all relate to the "ability to analyze written materials (item 1e) and to the abilities which obtain from "practice in analysis ..." (item 4).

4. TPU 8.e relates to questionnaire item 5, i.e., the "ability to recognize and utilize an intuitive mode of apprehending and analyzing agency problems using intellectual technique(s) of arriving at plausible but tentative formulations ...

based on familiarity with the domain of knowledge involved, but without going through the analytical steps by which such formulations would be found to be valid or invalid conclusions" (TPU 8.e) relates to, and derives from, an understanding of "issues and approaches in identification, development and utilization of human resources to meet public policy objectives" (item 5).

5. TPU 8.f relates to questionnaire items 1e, g, h, 5 and 6, i.e., the "ability to understand policy making process both external and internal to public agencies, (and) to recognize the consequences of such policy making process in the light of a) agency concerns and b) the public interest" (TPU 8.f) relates to the following abilities and traits identified by agency respondents as valuable:

a. Ability to analyze written materials (item 1e)
b. Grasp of intra-organization relationships (item 1g)
c. Ability to discern central issues in a situation or problem ... (item 1h)
d. Understanding of issues and approaches in identification, development and utilization of human resources to meet public policy objectives (item 5)
e. Sensitivity and genuine concern by public employees in certain programs relating to the needs of people (item 6)

6. TPU 8.g relates to questionnaire items 1b, d, h, and 5, i.e., the "ability to recognize two or more appropriate solutions

to a problem, equally supported by data, ... to identify their underlying differences (e.g., costs, professional priorities, personal values), and to recognize the need for policy guidelines to reach the best solution, and identify and apply those guidelines" (TPU 8.g) relates to the following abilities identified by agency respondents as valuable:

a. Ability to make decisions and/or sound recommendations (item 1b)
b. Flexibility in analyses and other response in on-the-job relationships (item 1d)
c. Ability to discern central issues in a situation or problem and recognize perspectives other than one's own or that of one's agency (item 1h)
d. Understanding of issues and approaches in identification, development and utilization of human resources to meet public policy objectives (item 5)

7. TPU 8.h relates to questionnaire items 1h, b, e, i, and 6, i.e., the "ability to ... define a complex agency problem, ... develop alternative solutions, choose and justify the most appropriate solution, (and) ... (the) negotiating of that solution demonstrating:

a. analysis of the constraints, resources, and personal needs of all participants.
b. decision making in terms of resources, personnel and policy considerations
c. social effectiveness in situations requiring sensitivity to others' perspectives, compromise, persuasion, discipline, perserverance, exercise of authority, etc."

(TPU 8.h) relates to the following abilities and traits identi-

fied by agency respondents as valuable:

a. Ability to discern central issues in a situation or problem and recognize perspectives other than one's own or that of one's agency (item 1h)
b. Ability to make decisions and/or sound recommendations (item 1b)
c. Ability to analyze written materials (item 1e)
d. Capacity to collaborate around central issues and common objectives when two or more viewpoints, agencies or units within an agency are involved (item 1i)
e. Sensitivity and genuine concern by public employees in certain programs relating to the needs of people (item 6)

The above comparisons of questionnaire items, which reflect respondents' perceptions of agency needs, with the CBAs, and the TPUs which they subsume, reveal the nature of compatibility between the two. Table II is a representation of the above comparisons and preceeding analyses.

TABLE II

Relationship between CBAs, and TPUs, and Questionnaire Respondents' Perceptions of Agency Needs

CBA	Agency Needs	CBA	Agency Needs	CBA	Agency Needs
1	2,1g,5	3.b,c	1f,4	6.c,d	5
TPU 1.c	1h,2,5	3.d	1e,f,g,2,4	6.d	1e
2	5	3.e	4	7	6
TPU 2.a	2	3.f	2,1e	TPU 7.f	5,6
2.b	1e,f,4	4	1c,k	8	1a
2.c	1e,4,2,5	TPU 4.e	1e,g,4,5	TPU 8.a	1h,e
2.d	1e,4,1b	4.f	1j,7,1d	8.b,c,d	1e,4
2.e	1e,4,1b,h,2,5	5	5,2,1e,h	8.e	5
2.f,g,h	1e,h,2	6	1b	8.f	1e,g,h,5,6
3	2,3	TPU 6.a	1i,h (2nd ½)	8.g	1b,d,h,5
TPU 3.a	1e,4,5	6.b	1h (1st ½)	8.h	1h,b,e,i,6

The CBAs and TPUs, along with questionnaire respondents' perceptions of agency needs, are compared and analyzed in Section II, subsections 1 through 8, of this report.

III. Summary, Conclusions and Recommendations

A. The analysis of the compatibility of the Competency-Based Areas to the questionnaire respondents' perceptions of agency needs proceeded from the assumption that there is an apparent relevance between the initial study findings of 1970, relating to the development of a junior college program, and the development of a four-year, undergraduate Public Administration Program, i.e., the agency needs as perceived by questionnaire respondents represent competencies which must be obtained prior to graduation and, since these competencies can be developed to varying degrees, the distinction between the abilities of junior college and senior college graduates is qualitative and quantitative rather than generic. On the basis of this assumption, the present study proceeded to a comparison of the proposed Competency-Based Curriculum and questionnaire responses reflecting agency needs.

B. Analyses, which constitute Section II of this study, reveal that the selection of CBAs, and the TPUs which they subsume, are justified in terms of the identification of agency needs by questionnaire respondents. The analyses show that federal and New York State officials and public administration

experts perceive the need for urban administrators to possess those competencies which Dr. Greenhill and her staff have identified for inclusion in the proposed curriculum. Therefore, the major finding of this study is that there is a compatibility between the CBAs which are proposed for inclusion in the Public Administration curriculum and perceived agency needs.

C. A comparison of questionnaire items and TPUs reveals that a number of the TPUs, both qualitatively and quantitatively, represent a logical extension of competencies identified by agency respondents. In a number of instances, the TPUs represent a more complex and sophisticated expression and elaboration of the language of the questionnaire items. Such design of the TPUs is to be expected in light of the fact that they represent the requisite competencies of senior college graduates.

D. It is recommended that the substance of the TPUs be transmuted into statements of objectives which are expressed in behavioral terms. Such behavioral objectives, with expectations clearly stated, permit and facilitate the evaluation and measurement of abilities and traits as they are developed by Public Administration Program students. The development of

objectives does not necessitate a dependence on overintellectualized academic taxonomy but, rather, a reliance on observed behavior with objectives explicitly reflecting the behavior of program students.

It is further recommended that objectives be framed in terms of areas of professional competencies rather than traditional academic discipline subdivisions. The program proposal does reflect the view that, in the course of working to achieve these competencies, there will be an integration of theory and practice.

E. It is recommended that, following the development of behavioral objectives, an evaluation design be produced for the purpose of determining program effectiveness following the first year of program implementation. It is further recommended that a differentiation be made between short and long term measurable objectives. Program staff should plan for an intensive reevaluation of the nature and appropriateness of objectives following the initial piloting.

F. There is great promise in the proposal for a Public Administration Program curriculum. However, the challenge for program staff is to assure implementation which is compatible

with the philosophy and aims of the proposal, which provides instructional and program experiences designed to assure student acquisition and development of competencies, and which generally fulfills the promise implicit in the program design.

APPENDICES

Appendix A

The sections of Appendix A consist of the questionnaire and tabulations of responses from Federal and New York State agency personnel, as well as public administration experts. The following comprise the subsections of Appendix A:

1. Federal, New York State, and Experts Tabulation, Combined
2. New York State Tabulation
3. Federal and Post Office Tabulation
4. Federal Tabulation
5. Experts Tabulation
6. Preliminary Analysis of Numerical Responses to Section III

Appendix B

The following sections of Appendix B constitute lists of respondents and their affiliations:

1. Federal Agencies - Group #1
2. New York State Agency members - Group #2
3. Experts - Group #3

Appendix C

Appendix C constitutes the eight Competency-Based Areas and the Theory-Practice Units which they subsume. The following are the Competency-Based Areas which comprise Appendix C:

1. Understanding Public Agency Structure and Administrative Processes
2. Implementing Statutory Programs and Policies
3. Communicating Public Agency Policies, Plans and Practices
4. Developing Personal/Professional Identity and Capacity for Continuing Development in Public Agencies
5. Systematizing Agency Fiscal and Budgetary Processes
6. Decision Making in Public Agencies
7. Responding to Agency's Constituencies Needs
8. Problem Solving in Public Agencies

FEDERAL, NEW YORK STATE, & EXPERTS TABULATION, COMBINED
(March 16, 1970)

Title: Development of a Community College Curriculum to Prepare Graduates for Government Service Careers

Grant #60-6-357: The Bureau of Occupational Education Research
and
Division of Occupational Education Supervision
New York State Education Department
Albany, New York 12225

Principal Investigator: Muriel Greenhill, J.D.

Questionnaire: The following is an instrument designed to obtain views and positions on key issues in the development of a community college curriculum to prepare graduates for government service careers which provide opportunity for advancement to middle-management levels.

Sample: Selected persons in Federal and State agencies and others with expertise in the fields of public administration, higher education, manpower, and human resource development.

Instructions: In responding to these questions, please circle the appropriate number in the right-hand column and elaborate in the space provided.

KEY: 1. Yes/Very Important
2. Important
3. Of some Value
4. No/Unimportant

Antecedent Questions

1. Does your agency employ 100 or more persons in locations within one hour of traveling time to reach Kingsborough Community College?..... 1 2 3
39 4 2

2. Does your agency recruit a minimum of twenty-five college students per year for positions at the GS-5 level (or equivalent) which are the entry point in career lines leading to middle-management positions or above?..... 1 2 3
26 3 1

3. Does your agency have responsibility to identify groups and individuals within the society whom it wishes to encourage and assist in pursuing government service careers with opportunities for advancement to middle-management positions?..... 1 2 3
38 8 4
Comment

4. Does your agency assume operational responsibility for human resource development?..... 1 2 3
31 6 2

If yes, does this derive from:
a) the nature of the agency's mission?..... 1 2 3
19 3 2

b) the personnel policies and practices of the agency?..... 1 2 3
38 8 1
Comment

5. Is your agency seeking new ways to recruit and develop college graduates for government service careers with an opportunity to advance to middle-management positions?..... 1 2 3 4
35 4 4 2

a) If yes, what initiated the search for new ways to recruit and develop college-trained personnel?..... 1 2 3 4
7 3 1 1
Comment

b) If you are having difficulty in recruiting adequate numbers of graduates from four-year colleges, would you be willing to consider having, instead, community college graduates who seem to have the potential to develop to the middle-management level?..... 1 2 3 4
21 5 13
Comment

6. Many agencies already work under, or anticipate, increased emphasis on contact with local persons and organizations due to federally de-centralized operations. Is this true of yours?..... 1 2 3 4
33 7 4
Comment

7. As the emphasis on urban problems and other community needs demands more of our attention many agencies are expected to exercise initiative and flexibility, both in administrative and substantive agency programs, to meet those needs and to do so as flexibly and responsibly as possible. Is this true of yours?..... 1 2 3 4
45 6 3
Comment

I. Agency Needs

1. Are the following skills and abilities important for young people embarking on government service careers which can lead to middle-management positions or above?

		1	2	3
a.	A broad range of problem-solving skills?	50	11	1
	Comment			
b.	The ability to make decisions and/or sound recommendations?	57	11	2
	Comment			
c.	Sufficient personal drive to seek and achieve long-range goals?	52	18	5
	Comment			
d.	Flexibility in analyzing and responding to a situation in response to a supervisor and in other on-the job relationships in a mission-related assignment?	50	22	3
	Comment			
e.	The ability to carefully analyze written materials?	52	20	3
	Comment			
f.	Precise and expressive communication skills, oral and written?	52	23	1
	Comment			
g.	A grasp of organizational relationships within an agency and how a given unit relates in various ways to the entity as a whole?	37	24	12
	Comment			
h.	The ability to see central issues in a situation or problem and still recognize other perspectives than one's own-or that of one's agency or unit within the agency?	40	27	8
	Comment			
i.	The capacity to collaborate, the positive orientation to collaboration, based upon central issues and common objectives when two or more viewpoints, agencies or units within an agency are involved?	35	22	15
	Comment			
j.	Capacity to tolerate ambiguity, complexities and other pressures inherent in contemporary government and the society it serves and the other side-effects of rapid social change?	36	21	13
	Comment			
k.	The ability and motivation to pursue personal and organizational goals despite the limits imposed by formal structured settings, organizations and institutions?	49	20	8
	Comment			

I. Agency Needs cont'd

	1	2	3	4
2. Has the rapidity of change in this society and the diverse impacts of direct and technological communication made it increasingly important for government personnel to comprehend the various systems, practices and issues involved in modern government communications?.....	35	18	10	2
Comment				
3. Similarly, is it important for them to be familiar with methods and techniques utilized for internal agency communications?.....	42	25	9	2
Comment				
4. Is practice in the analysis and preparation of information and research reports very useful for persons in a wide range of agency positions and levels?.....	33	24	14	5
Comment				
5. Is it valuable for personnel of agencies concerned with urban problems, to understand issues and approaches in the identification, development and utilization of manpower resources and human resources development to meet public policy objectives and related social and economic needs?.....	37	19	7	4
Comment				
6. Do certain public agency programs, such as those involving the needs of people in urban settings, call for sensitivity and genuine concern on the part of government officials and employees?.....	55	14		
Comment				
7. This is a time of rapid social change to meet complex urban and other problems of the society. To do this in responsible ways which do not complicate problems further (through unnecessary delays, bureaucratic red tape, etc.) requires the capacity in agency personnel to modify and readjust an earlier view of a situation or problem and the ability to act responsibly and flexibly in the least possible time. Is this what you seek in agency personnel?.....	42	19	10	1

5

II. Curriculum, Methodology, etc.

1. Do you favor the generalist approach in a curriculum to prepare community college graduates for careers in government?..... 1 2 3 4
   18 12 5 17
   Comment

2. Do you believe it is valuable to include a large component of liberal arts courses in a community college curriculum for students who will enter upon government service careers after graduation?..... 1 2 3 4
   27 18 11 12
   Comment

3. Would you advise a community college student seeking a government service career with opportunities for advancement to middle-management positions to enroll in a program through which they can get worthwhile work experience in an agency while attending college?..... 1 2 3 4
   48 11 8 4
   Comment

4. As preparation for government service careers of these community college students, can knowledge of the following principles be of significant value if taught effectively?

   a) How to approach a problem, or examine a situation?..... 1 2 3 4
      62 15

   b) How an individual can work well in government?..... 1 2 3 4
      58 18 13 6

   c) How to organize information and other resources in approaching a new task?..... 1 2 3 4
      45 10

   d) How to relate to a new organizational structure?..... 1 2 3 4
      42 21 8 4

   Comment

5. Can such principles be taught most effectively in close connection with sustained, direct opportunity to learn how public agencies actually operate?.... 1 2 3 4
   41 14 9 7
   Comment

6. Would your agency be willing to accept students for part time assignments before graduation to provide potential college trained personnel with interest and commitment in a government service career which may lead to middle-management responsibilities?..... 1 2 3 4
   38 5 5 16
   Comment

II. Curriculum, Methodology, etc: cont'd

7. Would it be a definite advantage for community college graduates entering government service careers with opportunity for advancement to middle-management positions to have completed a curriculum which includes the following:

	1	2	3	4
a. The examination and analysis of the structure of government agencies and comprehension of the various abilities, roles and relationships which combine to make an agency operative?	32	20	16	8
Comment				
b. Empirical study of how new programs (or other agency functions) are developed and implemented from their inception through stages of preliminary projections and budgeting, program design and implementation, and full-scale implementation and review to meet stated objectives?	23	17	26	9
Comment				
c. Use of case-oriented study which draws heavily on government documents and typical agency materials?	21	20	25	
Comment				
d. The functions of planning and uses of data to define problems and strategies to meet organizational goals?	31	25	16	4
Comment				
e. The use of program-related research, demonstration and evaluation techniques?	24	26	16	6
Comment				
f. Formal and informal agency relationships, including familiarity and experience with arrangements and techniques for handling the issues which arise today when two or more public jurisdictions or agencies are working towards similar goals?	18	24	21	12
Comment				

7

III. Field Experience Component

	1	2	3	1
1. Is it desirable for students to enroll in a program which provides both study and field experience to examine the work of typical major administrative and "program" units?.....	34	20	14	3
Comment				
2. Do you favor on-the job learning of public administration procedures, techniques and skills under the direction of a supervisor as needed to carry out assignments, in preference to inclusion of technical specialties in formal study?.....	35	17	12	1.
Comment				
3. Do you favor a program in which students through sustained field experience are trained to perform actual tasks of the agency at a level commensurate with their ability?.....	40	20	6	c.
Comment				
4. Do you favor a program which enables students to work in the agency on a part-time basis while they are attending the college?.....	50	10	6	C1
Comment				
5. Do you favor agency participation in the formulation of criteria and actual selection of students for field experience from among those who meet college admissions criteria for the program?.....	37	15	14	1(
Comment				
a. What criteria would you suggest?.....	7		1	1
Comment				
b. Why are they important?.....	3	1		
Comment				

III. Field Experience Component cont'd

6. Do you favor the following types of involvement for government agencies in a college-level program to prepare students for government service careers:

a. Development of a "task list" for each student's field work at the Federal GS-4 or comparable level of responsibility, with as much sequential character as possible, for use of the college as well as the agency?..... 1 2 3 4
28 19 13 11
Comment

b. Assignments of agency personnel for training and supervision of students who do field work?..... 1 2 3 4
37 19 9 4
Comment

c. Participation in planning and conduct of joint orientation sessions for management, supervisory, faculty and other personnel at outset of the program?..... 1 2 3 4
41 17 7 4
Comment

d. Participation in planning and conduct of joint orientation session for students?..... 1 2 3 4
37 21 6 12
Comment

e. Conduct of periodic reviews of the program as a whole, and of each individual intern's progress in the program:

i) based on consultation with the interns, themselves, in groups?..... 1 2 3 4
31 14 4 1

ii) at scheduled meetings with college faculty and program coordinators? 1 2 3 4
23 21 9 1

iii) in 3-way meetings involving college representatives and interns?.... 1 2 3 4
32 22 8 1

Comment

f. Preparation of quarterly "adjective" ratings (e.g. "excellent") with appropriate comment'type evaluation on each intern?..... 1 2 3 4
24 15 17 5
Comment

III. Field Experience Component cont'd page 3

6. g. Participation of agency personnel in meetings, workshops and "small group" discussions" with the students and with college personnel in connection with the planning of selected course work components?..... 1 2 3 4

30 21 13 8

Comment

h. Occasional use of agency facilities for planning and review meetings, small group discussions, etc?..... 1 2 3 4

30 24 10 8

Comment

i. Is there a minimum number of hours per week in each student's assignment to your agency which you would consider necessary to warrant the agency's commitment and expenditure of man hours needed to cooperate in the ways you have indicated above?..... 1 2 3 4

27 3 3 20

If yes:

min. hours per day?_____

min. hours per week?_____

min. days per week?_____

min. wks. per yr?_____

Comment

NEW YORK STATE TABULATION
(Wednesday Oct. 15, 1969)

Title: Development of a Community College Curriculum to Prepare Graduates for Government Service Careers

Grant #67-6-357: The Bureau of Occupational Education Research
and
Division of Occupational Education Supervision
New York State Education Department
Albany, New York 12225

Principal Investigator: Muriel Greenhill, J.D.

Questionnaire: The following is an instrument designed to obtain views and positions on key issues in the development of a community college curriculum to prepare graduates for government service careers which provide opportunity for advancement to middle-management levels.

Sample: Selected persons in Federal and State agencies and others with expertise in the fields of public administration, higher education, manpower, and human resource development.

Instructions: In responding to these questions, please circle the appropriate number in the right-hand column and elaborate in the space provided.

KEY: 1. Yes/Very Important
2. Important
3. Of some Value
4. No/Unimportant

Antecedent Questions

	1	2	3	4
1. Does your agency employ 100 or more persons in locations within one hour of traveling time to reach Kingsborough Community College?.....	11	1	1	9
2. Does your agency recruit a minimum of twenty-five college students per year for positions at the GS-5 level (or equivalent) which are the entry point in career lines leading to middle-management positions or above?.....	10	1	0	11
3. Does your agency have responsibility to identify groups and individuals within the society whom it wishes to encourage and assist in pursuing government service careers with opportunities for advancement to middle-management positions?.....	11	2	3	6
Comment				
4. Does your agency assume operational responsibility for human resource development?.....	17	2	0	3
If yes, does this derive from: a) the nature of the agency's mission?.....	10	5	2	1
b) the personnel policies and practices of the agency?.....	13	4	0	0
Comment				
5. Is your agency seeking new ways to recruit and develop college graduates for government service careers with an opportunity to advance to middle-management positions?.....	12	3	2	5
a) If yes, what initiated the search for new ways to recruit and develop college-trained personnel?.....	1	1	1	0
Comment				
b) If you are having difficulty in recruiting adequate numbers of graduates from four-year colleges, would you be willing to consider having, instead, community college graduates who seem to have the potential to develop to the middle-management level?.....	10	2	6	1
Comment				
6. Many agencies already work under, or anticipate, increased emphasis on contact with local persons and organizations due to federally de-centralized operations. Is this true of yours?.....	9	3	3	7
Comment				
7. As the emphasis on urban problems and other community needs demands more of our attention many agencies are expected to exercise initiative and flexibility, both in administrative and substantive agency programs, to meet those needs and to do so as flexibly and responsibly as possible. Is this true of yours?.....	17	2	2	1
Comment				

I. Agency Needs

1. Are the following skills and abilities important for young people embarking on government service careers which can lead to middle-management positions or above?

	1	2	3	4
a. A broad range of problem-solving skills?	15	5	1	1
Comment				
b. The ability to make decisions and/or sound recommendations?	20	1	1	0
Comment				
c. Sufficient personal drive to seek and achieve long-range goals?	17	4	1	0
Comment				
d. Flexibility in analyzing and responding to a situation in response to a supervisor and in other on-the job relationships in a mission-related assignment?	15	7	0	0
Comment				
e. The ability to carefully analyze written materials?	13	8	1	0
Comment				
f. Precise and expressive communication skills, oral and written?	14	7	1	0
Comment				
g. A grasp of organizational relationships within an agency and how a given unit relates in various ways to the entity as a whole?	11	4	6	1
Comment				
h. The ability to see central issues in a situation or problem and still recognize other perspectives than one's own-or that of one's agency or unit within the agency?	15	5	2	0
Comment				
i. The capacity to collaborate, the positive orientation to collaboration, based upon central issues and common objectives when two or more viewpoints, agencies or units within an agency are involved?	14	3	3	1
Comment				
j. Capacity to tolerate ambiguity, complexities and other pressures inherent in contemporary government and the society it serves and the other side-effects of rapid social change?	13	5	3	0
Comment				
k. The ability and motivation to pursue personal and organizational goals despite the limits imposed by formal structured settings, organizations and institutions?	16	6	0	0
Comment				

I. Agency Needs cont'd

		1	2	3	4
2.	Has the rapidity of change in this society and the diverse impacts of direct and technological communication made it increasingly important for government personnel to comprehend the various systems, practices and issues involved in modern government communications?.....	16	5	0	1
	Comment				
3.	Similarly, is it important for them to be familiar with methods and techniques utilized for internal agency communications?.....	14	7	1	0
	Comment				
4.	Is practice in the analysis and preparation of information and research reports very useful for persons in a wide range of agency positions and levels?.....	10	9	1	2
	Comment				
5.	Is it valuable for personnel of agencies concerned with urban problems, to understand issues and approaches in the identification, development and utilization of manpower resources and human resources development to meet public policy objectives and related social and economic needs?.....	11	9	1	0
	Comment				
6.	Do certain public agency programs, such as those involving the needs of people in urban settings, call for sensitivity and genuine concern on the part of government officials and employees?.....	15	6	0	0
	Comment				
7.	This is a time of rapid social change to meet complex urban and other problems of the society. To do this in responsible ways which do not complicate problems further (through unnecessary delays, bureaucratic red tape etc.) requires the capacity in agency personnel to modify and readjust an earlier view of a situation or problem and the ability to act responsibly and flexibly in the least possible time. Is this what you seek in agency personnel?.....	13	4	3	1

II. Curriculum, Methodology, etc.

5

1. Do you favor the generalist approach in a curriculum to prepare community college graduates for careers in government?..... 1 2 3 4
   14 3 2 3
   Comment

2. Do you believe it is valuable to include a large component of liberal arts courses in a community college curriculum for students who will enter upon government service careers after graduation?..... 1 2 3 4
   9 5 3 5
   Comment

3. Would you advise a community college student seeking a government service career with opportunities for advancement to middle-management positions to enroll in a program through which they can get worthwhile work experience in an agency while attending college?..... 1 2 3 4
   12 3 4 3
   Comment

4. As preparation for government service careers of these community college students, can knowledge of the following principles be of significant value if taught effectively?

   a) How to approach a problem, or examine a situation?..... 1 2 3 4
   17 5 0 0

   b) How an individual can work well in government?..... 1 2 3 4
   3 11 5 3

   c) How to organize information and other resources in approaching a new task?..... 1 2 3 4
   17 3 0 0

   d) How to relate to a new organizational structure?..... 1 2 3 4
   16 7 3 2

   Comment

5. Can such principles be taught most effectively in close connection with sustained, direct opportunity to learn how public agencies actually operate?.... 1 2 3 4
   12 4 2 3
   Comment

6. Would your agency be willing to accept students for part time assignments before graduation to provide potential college trained personnel with interest and commitment in a government service career which may lead to middle-management responsibilities?..... 1 2 3 4
   10 1 2 6
   Comment

II. Curriculum, Methodology, etc. cont'd.

7. Would it be a definite advantage for community college graduates entering government service careers with opportunity for advancement to middle-management positions to have completed a curriculum which includes the following:

	1	2	3	4
a. The examination and analysis of the structure of government agencies and comprehension of the various abilities, roles and relationships which combine to make an agency operative?	10	6	4	2
Comment				
b. Empirical study of how new programs (or other agency functions) are developed and implemented from their inception through stages of preliminary projections and budgeting, program design and implementation, and full-scale implementation and review to meet stated objectives?	10	5	4	2
Comment				
c. Use of case-oriented study which draws heavily on government documents and typical agency materials?	6	5	7	3
Comment				
d. The functions of planning and uses of data to define problems and strategies to meet organizational goals?	11	6	2	2
Comment				
e. The use of program-related research, demonstration and evaluation techniques?	10	5	4	2
Comment				
f. Formal and informal agency relationships, including familiarity and experience with arrangements and techniques for handling the issues which arise today when two or more public jurisdictions or agencies are working towards similar goals?	6	10	2	3
Comment				

III. Field Experience Component

	1	2	3	4
1. Is it desirable for students to enroll in a program which provides both study and field experience to examine the work of typical major administrative and "program" units?.....	11	6	2	3
Comment				
2. Do you favor on-the job learning of public administration procedures, techniques and skills under the direction of a supervisor as needed to carry out assignments, in preference to inclusion of technical specialties in formal study?.....	10	6	3	3
Comment				
3. Do you favor a program in which students through sustained field experience are trained to perform actual tasks of the agency at a level commensurate with their ability?.....	10	5	3	4
Comment				
4. Do you favor a program which enables students to work in the agency on a part-time basis while they are attending the college?.....	14	1	3	4
Comment				
5. Do you favor agency participation in the formulation of criteria and actual selection of students for field experience from among those who meet college admissions criteria for the program?.....	11	1	6	4
Comment				
a. What criteria would you suggest?.....	3	0	0	2
Comment				
b. Why are they important?.....	1	0	0	2
Comment				

6. Do you favor the following types of involvement for government agencies in a college-level program to prepare students for government service careers:

	1	2	3	4
a. Development of a "task list" for each student's field work at the Federal GS-4 or comparable level of responsibility, with as much sequential character as possible, for use of the college as well as the agency?	5	5	4	5
b. Assignments of agency personnel for training and supervision of students who do field work?	11	5	3	3
c. Participation in planning and conduct of joint orientation sessions for management, supervisory, faculty and other personnel at outset of the program?	14	2	2	4
d. Participation in planning and conduct of joint orientation session for students?	11	5	1	5
e. Conduct of periodic reviews of the program as a whole, and of each individual intern's progress in the program:				
i) based on consultation with the interns, themselves, in groups?	7	5	2	6
ii) at scheduled meetings with college faculty and program coordinators?	6	6	3	5
iii) in 3-way meetings involving college representatives and interns?	10	7	2	3
f. Preparation of quarterly "adjective" ratings (e.g. "excellent") with appropriate comment'type evaluation on each intern?	7	4	7	4

Comment

III. Field Experience Component cont'd page 3

9

6. g. Participation of agency personnel in meetings, workshops and "small group" discussions" with the students and with college personnel in connection with the planning of selected course work components?..... 1 2 3 4 — 9 7 1 4

Comment

h. Occasional use of agency facilities for planning and review meetings, small group discussions, etc?..... 1 2 3 4 — 8 9 2 3

Comment

i. Is there a minimum number of hours per week in each student's assignment to your agency which you would consider necessary to warrant the agency's commitment and expenditure of man hours needed to cooperate in the ways you have indicated above?..... 1 2 3 4 — 9 1 1 5

If yes:

min. hours per day?_____

min. hours per week?_____

min. days per week?_____

min. wks. per yr?_____

Comment

KINGSBOROUGH COMMUNITY COLLEGE
of
The City University of New York

FEDERAL TABULATION AND POST OFFICE TABULATION
(March 16, 1970)

Title: Development of a Community College Curriculum to Prepare Graduates for Government Service Careers

Grant #69-6-357: The Bureau of Occupational Education Research
and
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Albany, New York 12225

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Sample: Selected persons in Federal and State agencies and others with expertise in the fields of public administration, higher education, manpower, and human resource development.

Instructions: In responding to these questions, please circle the appropriate number in the right-hand column and elaborate in the space provided.

KEY: 1. Yes/Very Important

2. Important

3. Of some Value

4. No/Unimportant

Antecedent Questions

2

1. Does your agency employ 100 or more persons in locations within one hour of traveling time to reach Kingsborough Community College?..... 1 2 3 4
28 3 1 1

2. Does your agency recruit a minimum of twenty-five college students per year for positions at the GS-5 level (or equivalent) which are the entry point in career lines leading to middle-management positions or above?..... 1 2 3 4
16 2 1 2

3. Does your agency have responsibility to identify groups and individuals within the society whom it wishes to encourage and assist in pursuing government service careers with opportunities for advancement to middle-management positions?..... 1 2 3 4
27 6 1 1
Comment

4. Does your agency assume operational responsibility for human resource development?..... 1 2 3 4
25 4 2 1

If yes, does this derive from:
a) the nature of the agency's mission?..... 1 2 3 4
10 2 1

b) the personnel policies and practices of the agency?..... 1 2 3 4
25 4 1
Comment

5. Is your agency seeking new ways to recruit and develop college graduates for government service careers with an opportunity to advance to middle-management positions?..... 1 2 3 4
26 1 2 1

a) If yes, what initiated the search for new ways to recruit and develop college-trained personnel?..... 1 2 3 4
5 2 1
Comment

b) If you are having difficulty in recruiting adequate numbers of graduates from four-year colleges, would you be willing to consider having, instead, community college graduates who seem to have the potential to develop to the middle-management level?..... 1 2 3 4
11 3 7 1
Comment

6. Many agencies already work under, or anticipate, increased emphasis on contact with local persons and organizations due to federally de-centralized operations. Is this true of yours?..... 1 2 3 4
25 4 1 2
Comment

7. As the emphasis on urban problems and other community needs demands more of our attention many agencies are expected to exercise initiative and flexibility, both in administrative and substantive agency programs, to meet those needs and to do so as flexibly and responsibly as possible. Is this true of yours?..... 1 2 3 4
30 3 6 1
Comment

I. Agency Needs

1. Are the following skills and abilities important for young people embarking on government service careers which can lead to middle-management positions or above?

		1	2	3	4
a.	A broad range of problem-solving skills?.....	19	10	2	2
	Comment				
b.	The ability to make decisions and/or sound recommendations?.....	33	14		
	Comment				
c.	Sufficient personal drive to seek and achieve long-range goals?.....	32	11	3	
	Comment				
d.	Flexibility in analyzing and responding to a situation in response to a supervisor and in other on-the job relationships in a mission-related assignment?.....	31	12	3	
	Comment				
e.	The ability to carefully analyze written materials?.....	34	11	1	
	Comment				
f.	Precise and expressive communication skills, oral and written?.....	34	13		
	Comment				
g.	A grasp of organizational relationships within an agency and how a given unit relates in various ways to the entity as a whole?.....	24	18	5	
	Comment				
h.	The ability to see central issues in a situation or problem and still recognize other perspectives than one's own-or that of one's agency or unit within the agency?.....	21	20	5	
	Comment				
i.	The capacity to collaborate, the positive orientation to collaboration, based upon central issues and common objectives when two or more viewpoints, agencies or units within an agency are involved?.....	18	17	10	
	Comment				
j.	Capacity to tolerate ambiguity, complexities and other pressures inherent in contemporary government and the society it serves and the other side-effects of rapid social change?.....	19	18	9	
	Comment				
k.	The ability and motivation to pursue personal and organizational goals despite the limits imposed by formal structured settings, organizations and institutions?.....	22	13	8	
	Comment				

I. Agency Needs cont'd

4

		1	2	3	4
2.	Has the rapidity of change in this society and the diverse impacts of direct and technological communication made it increasingly important for government personnel to comprehend the various systems, practices and issues involved in modern government communications?.....	26	10	7	1
	Comment				
3.	Similarly, is it important for them to be familiar with methods and techniques utilized for internal agency communications?.....	24	14	7	2
	Comment				
4.	Is practice in the analysis and preparation of information and research reports very useful for persons in a wide range of agency positions and levels?.....	22	12	10	3
	Comment				
5.	Is it valuable for personnel of agencies concerned with urban problems, to understand issues and approaches in the identification, development and utilization of manpower resources and human resources development to meet public policy objectives and related social and economic needs?.....	34	8	4	3
	Comment				
6.	Do certain public agency programs, such as those involving the needs of people in urban settings, call for sensitivity and genuine concern on the part of government officials and employees?.....	34	7	3	
	Comment				
7.	This is a time of rapid social change to meet complex urban and other problems of the society. To do this in responsible ways which do not complicate problems further (through unnecessary delays, bureaucratic red tape etc.) requires the capacity in agency personnel to modify and readjust an earlier view of a situation or problem and the ability to act responsibly and flexibly in the least possible time. Is this what you seek in agency personnel?.....	21	13	7	1

5

II. Curriculum, Methodology, etc.

1. Do you favor the generalist approach in a curriculum to prepare community college graduates for careers in government?..... 1 2 3 4
   21 8 4 12
   Comment

2. Do you believe it is valuable to include a large component of liberal arts courses in a community college curriculum for students who will enter upon government service careers after graduation?..... 1 2 3 4
   16 18 9 1
   Comment

3. Would you advise a community college student seeking a government service career with opportunities for advancement to middle-management positions to enroll in a program through which they can get worthwhile work experience in an agency while attending college?..... 1 2 3 4
   30 12 4 1
   Comment

4. As preparation for government service careers of these community college students, can knowledge of the following principles be of significant value if taught effectively?

   a) How to approach a problem, or examine a situation?..... 1 2 3 4
   39 7

   b) How an individual can work well in government?..... 1 2 3 4
   28 8 7 3

   c) How to organize information and other resources in approaching a new task?..... 1 2 3 4
   42 4

   d) How to relate to a new organizational structure?..... 1 2 3 4
   28 12 4 2

   Comment

5. Can such principles be taught most effectively in close connection with sustained, direct opportunity to learn how public agencies actually operate?.... 1 2 3 4
   24 10 5 1
   Comment

6. Would your agency be willing to accept students for part time assignments before graduation to provide potential college trained personnel with interest and commitment in a government service career which may lead to middle-management responsibilities?..... 1 2 3 4
   21 4 3 16
   Comment

II. Curriculum, Methodology, etc. cont'd

6

7. Would it be a definite advantage for community college graduates entering government service careers with opportunity for advancement to middle-management positions to have completed a curriculum which includes the following:

a. The examination and analysis of the structure of government agencies and comprehension of the various abilities, roles and relationships which combine to make an agency operative?..... 1 2 3 4
20 11 10 6
Comment

b. Empirical study of how new programs (or other agency functions) are developed and implemented from their inception through stages of preliminary projections and budgeting, program design and implementation, and full-scale implementation and review to meet stated objectives?..... 1 2 3 4
11 10 19 7
Comment

c. Use of case-oriented study which draws heavily on government documents and typical agency materials?..... 1 2 3 4
12 13 16 6
Comment

d. The functions of planning and uses of data to define problems and strategies to meet organizational goals?..... 1 2 3 4
15 18 13 2
Comment

e. The use of program-related research, demonstration and evaluation techniques?..... 1 2 3 4
16 18 15 3
Comment

f. Formal and informal agency relationships, including familiarity and experience with arrangements and techniques for handling the issues which arise today when two or more public jurisdictions or agencies are working towards similar goals?..... 1 2 3 4
9 11 18 3
Comment

III. Field Experience Component

7

1. Is it possible for students to enroll in a program which provides both study and field experience to examine the work of typical major administrative and "program" units?..... 1 2 3 ! 18 12 12 3
Comment

2. Do you favor on-the job learning of public administration procedures, techniques and skills under the direction of a supervisor as needed to carry out assignments, in preference to inclusion of technical specialties in formal study?..... 1 2 3 ! 22 11 7 7
Comment

3. Do you favor a program in which students through sustained field experience are trained to perform actual tasks of the agency at a level commensurate with their ability?..... 1 2 3 ! 27 13 3 3
Comment

4. Do you favor a program which enables students to work in the agency on a part-time basis while they are attending the college?..... 1 2 3 ! 30 9 2 3
Comment

5. Do you favor agency participation in the formulation of criteria and actual selection of students for field experience from among those who meet college admissions criteria for the program?..... 1 2 3 ! 20 12 6 (
Comment

a. What criteria would you suggest?..... 1 2 3 ! 3 =
Comment

b. Why are they important?..... 1 2 3 1
Comment

III. Field Experience Component cont'd

8

6. Do you favor the following types of involvement for government agencies in a college-level program to prepare students for government service careers:

a. Development of a "task list" for each student's field work at the Federal GS-4 or comparable level of responsibility, with as much sequential character as possible, for use of the college as well as the agency?..... 1 2 3 4
20 11 8 6
Comment

b. Assignments of agency personnel for training and supervision of students who do field work?..... 1 2 3 4
23 11 5 6
Comment

c. Participation in planning and conduct of joint orientation sessions for management, supervisory, faculty and other personnel at outset of the program?..... 1 2 3 4
23 12 5 2
Comment

d. Participation in planning and conduct of joint orientation session for students?..... 1 2 3 4
22 13 5 5
Comment

e. Conduct of periodic reviews of the program as a whole, and of each individual intern's progress in the program:

i) based on consultation with the interns, themselves, in groups?..... 1 2 3 4
23 12 2 6

ii) at scheduled meetings with college faculty and program coordinators? 1 2 3 4
14 14 5

iii) in 3-way meetings involving college representatives and interns?.... 1 2 3 4
18 13 5

Comment

f. Preparation of quarterly "adjective" ratings (e.g. "excellent") with appropriate comment type evaluation on each intern?..... 1 2 3 4
16 9 7 6
Comment

III. Field Experience Component cont'd page 3

9

6. g. Participation of agency personnel in meetings, workshops and "small group" discussions" with the students and with college personnel in connection with the planning of selected course work components?..... 1 2 3 4
19 11 11 4

Comment

h. Occasional use of agency facilities for planning and review meetings, small group discussions, etc?..... 1 2 3 4
19 12 5 3

Comment

i. Is there a minimum number of hours per week in each student's assignment to your agency which you would consider necessary to warrant the agency's commitment and expenditure of man hours needed to cooperate in the ways you have indicated above?..... 1 2 3 4
15 2 2 1

If yes:

min. hours per day?_____

min. hours per week?_____

min. days per week?_____

min. wks. per yr?_____

Comment

FEDERAL TABULATION
(Oct. 15, 1969) 1

Title: Development of a Community College Curriculum to Prepare Graduates for Government Service Careers

Grant #60-6-357: The Bureau of Occupational Education Research
and
Division of Occupational Education Supervision
New York State Education Department
Albany, New York 12225

Principal Investigator: Muriel Greenhill, J.D.

Questionnaire: The following is an instrument designed to obtain views and positions on key issues in the development of a community college curriculum to prepare graduates for government service careers which provide opportunity for advancement to middle-management levels.

Sample: Selected persons in Federal and State agencies and others with expertise in the fields of public administration, higher education, manpower, and human resource development.

Instructions: In responding to these questions, please circle the appropriate number in the right-hand column and elaborate in the space provided.

KEY: 1. Yes/Very Important
2. Important
3. Of some Value
4. No/Unimportant

Antecedent Questions

1. Does your agency employ 100 or more persons in locations within one hour of traveling time to reach Kingsborough Community College?..... 1 2 3 4 — 27 2 1 14

2. Does your agency recruit a minimum of twenty-five college students per year for positions at the GS-5 level (or equivalent) which are the entry point in career lines leading to middle-management positions or above?..... 1 2 3 4 — 15 2 1 24

3. Does your agency have responsibility to identify groups and individuals within the society whom it wishes to encourage and assist in pursuing government service careers with opportunities for advancement to middle-management positions?..... 1 2 3 4 — 26 5 1 12
Comment

4. Does your agency assume operational responsibility for human resource development?..... 1 2 3 4 — 24 4 2 1

If yes, does this derive from:
a) the nature of the agency's mission?..... 1 2 3 4 — 10 3 0 9

b) the personnel policies and practices of the agency?..... 1 2 3 4 — 25 3 0 0
Comment

5. Is your agency seeking new ways to recruit and develop college graduates for government service careers with an opportunity to advance to middle-management positions?..... 1 2 3 4 — 26 1 2 1

a) If yes, what initiated the search for new ways to recruit and develop college-trained personnel?..... 1 2 3 4 — 6 6 0 2
Comment

b) If you are having difficulty in recruiting adequate numbers of graduates from four-year colleges, would you be willing to consider having, instead, community college graduates who seem to have the potential to develop to the middle-management level?..... 1 2 3 4 — 13 3 6 15
Comment

6. Many agencies already work under, or anticipate, increased emphasis on contact with local persons and organizations due to federally de-centralized operations. Is this true of yours?..... 1 2 3 4 — 25 3 2 15
Comment

7. As the emphasis on urban problems and other community needs demands more of our attention many agencies are expected to exercise initiative and flexibility, both in administrative and substantive agency programs, to meet those needs and to do so as flexibly and responsibly as possible. Is this true of yours?..... 1 2 3 4 — 29 3 6 6
Comment

I. Agency Needs

1. Are the following skills and abilities important for young people embarking on government service careers which can lead to middle-management positions or above?

		1	2	3	4
a.	A broad range of problem-solving skills? Comment	34	12	5	3
b.	The ability to make decisions and/or sound recommendations? Comment	36	12	2	0
c.	Sufficient personal drive to seek and achieve long-range goals? Comment	36	12	4	0
d.	Flexibility in analyzing and responding to a situation in response to a supervisor and in other on-the job relationships in a mission-related assignment? Comment	35	15	3	1
e.	The ability to carefully analyze written materials? Comment	34	12	2	1
f.	Precise and expressive communication skills, oral and written? Comment	34	14	1	0
g.	A grasp of organizational relationships within an agency and how a given unit relates in various ways to the entity as a whole? Comment	26	21	7	0
h.	The ability to see central issues in a situation or problem and still recognize other perspectives than one's own-or that of one's agency or unit within the agency? Comment	26	25	7	1
i.	The capacity to collaborate, the positive orientation to collaboration, based upon central issues and common objectives when two or more viewpoints, agencies or units within an agency are involved? Comment	23	19	11	2
j.	Capacity to tolerate ambiguity, complexities and other pressures inherent in contemporary government and the society it serves and the other side-effects of rapid social change? Comment	27	15	3	5
k.	The ability and motivation to pursue personal and organizational goals despite the limits imposed by formal structured settings, organizations and institutions? Comment	28	13	1	5

I. Agency Needs cont'd

2. Has the rapidity of change in this society and the diverse impacts of direct and technological communication made it increasingly important for government personnel to comprehend the various systems, practices and issues involved in modern government communications?..... 1 2 3 4
29 12 11 1
Comment

3. Similarly, is it important for them to be familiar with methods and techniques utilized for internal agency communications?..... 1 2 3 4
28 15 7 2
Comment

4. Is practice in the analysis and preparation of information and research reports very useful for persons in a wide range of agency positions and levels?..... 1 2 3 4
24 14 12 4
Comment

5. Is it valuable for personnel of agencies concerned with urban problems, to understand issues and approaches in the identification, development and utilization of manpower resources and human resources development to meet public policy objectives and related social and economic needs?..... 1 2 3 4
29 10 7 3
Comment

6. Do certain public agency programs, such as those involving the needs of people in urban settings, call for sensitivity and genuine concern on the part of government officials and employees?..... 1 2 3 4
39 10 3 0
Comment

7. This is a time of rapid social change to meet complex urban and other problems of the society. To do this in responsible ways which do not complicate problems further (through unnecessary delays, bureaucratic red tape etc.) requires the capacity in agency personnel to modify and readjust an earlier view of a situation or problem and the ability to act responsibly and flexibly in the least possible time. Is this what you seek in agency personnel?..... 1 2 3 4
29 15 3 1

5

II. Curriculum, Methodology, etc.

	1	2	3	4
1. Do you favor the generalist approach in a curriculum to prepare community college graduates for careers in government?.....	24	9	4	17
Comment				
2. Do you believe it is valuable to include a large component of liberal arts courses in a community college curriculum for students who will enter upon government service careers after graduation?.....	17	14	9	11
Comment				
3. Would you advise a community college student seeking a government service career with opportunities for advancement to middle-management positions to enroll in a program through which they can get worthwhile work experience in an agency while attending college?.....	35	13	4	1
Comment				
4. As preparation for government service careers of these community college students, can knowledge of the following principles be of significant value if taught effectively?				
a) How to approach a problem, or examine a situation?.....	75	8	1	6
b) How an individual can work well in government?.....	35	9	9	3
c) How to organize information and other resources in approaching a new task?.....	41	6	1	6
d) How to relate to a new organizational structure?.....	35	13	4	2
Comment				
5. Can such principles be taught most effectively in close connection with sustained, direct opportunity to learn how public agencies actually operate?...	30	16	3	4
Comment				
6. Would your agency be willing to accept students for part time assignments before graduation to provide potential college trained personnel with interest and commitment in a government service career which may lead to middle-management responsibilities?.....	30	4	4	10
Comment				

7. Would it be a definite advantage for community college graduates entering government service careers with opportunity for advancement to middle-management positions to have completed a curriculum which includes the following:

a. The examination and analysis of the structure of government agencies and comprehension of the various abilities, roles and relationships which combine to make an agency operative?..... 1 2 3 4
Comment 25 12 13 7

b. Empirical study of how new programs (or other agency functions) are developed and implemented from their inception through stages of preliminary projections and budgeting, program design and implementation, and full-scale implementation and review to meet stated objectives?..... 1 2 3 4
Comment 15 12 22 5

c. Use of case-oriented study which draws heavily on government documents and typical agency materials?..... 1 2 3 4
Comment 15 15 17 5

d. The functions of planning and uses of data to define problems and strategies to meet organizational goals?..... 1 2 3 4
Comment 19 11 13 1

e. The use of program-related research, demonstration and evaluation techniques?..... 1 2 3 4
Comment 15 21 10 5

f. Formal and informal agency relationships, including familiarity and experience with arrangements and techniques for handling the issues which arise today when two or more public jurisdictions or agencies are working towards similar goals?..... 1 2 3 4
Comment 10 15 19 7

8 & 7

III. Field Experience Component

1. Is it desirable for students to enroll in a program which provides both study and field experience to examine the work of typical major administrative and "program" units?..... 1 2 3 4 — 22 14 135
   Comment

2. Do you favor on-the job learning of public administration procedures, techniques and skills under the direction of a supervisor as needed to carry out assignments, in preference to inclusion of technical specialties in formal study?..... 1 2 3 4 — 33 13 9 5
   Comment

3. Do you favor a program in which students through sustained field experience are trained to perform actual tasks of the agency at a level commensurate with their ability?..... 1 2 3 4 — 30 15 3 5
   Comment

4. Do you favor a program which enables students to work in the agency on a part-time basis while they are attending the college?..... 1 2 3 4 — 35 10 3 5
   Comment

5. Do you favor agency participation in the formulation of criteria and actual selection of students for field experience from among those who meet college admissions criteria for the program?..... 1 2 3 4 — 23 17 3 1
   Comment

   a. What criteria would you suggest?..... 1 2 3 4 — 1
      Comment

   b. Why are they important?..... 1 2 3 4 — 1
      Comment

III. Field Experience Component cont'd

8

6. Do you favor the following types of involvement for government agencies in a college-level program to prepare students for government service careers:

	1	2	3	4
a. Development of a "task list" for each student's field work at the Federal GS-4 or comparable level of responsibility, with as much sequential character as possible, for use of the college as well as the agency?.....	13	15	7	6
Comment				
b. Assignments of agency personnel for training and supervision of students who do field work?.....	26	15	6	6
Comment				
c. Participation in planning and conduct of joint orientation sessions for management, supervisory, faculty and other personnel at outset of the program?.....	21	16	5	5
Comment				
d. Participation in planning and conduct of joint orientation session for students?.....	26	17	5	5
Comment				
e. Conduct of periodic reviews of the program as a whole, and of each individual intern's progress in the program:				
i) based on consultation with the interns, themselves, in groups?.....	3	14	2	7
ii) at scheduled meetings with college faculty and program coordinators?	20	4	6	6
iii) in 3-way meetings involving college representatives and interns?....	23	11	6	3
Comment				
f. Preparation of quarterly "adjective" ratings (e.g. "excellent") with appropriate comment'type evaluation on each intern?.....	11	11	11	10
Comment				

III. Field Experience Component cont'd page 3

6. g. Participation of agency personnel in meetings, workshops and "small group" discussions" with the students and with college personnel in connection with the planning of selected course work components?..... 1 2 3 4 /

Comment

h. Occasional use of agency facilities for planning and review meetings, small group discussions, etc?..... 1 2 3 4 /

Comment

i. Is there a minimum number of hours per week in each student's assignment to your agency which you would consider necessary to warrant the agency's commitment and expenditure of man hours needed to cooperate in the ways you have indicated above?..... 1 2 3 4 /

If yes:

min. hours per day?_____

min. hours per week?_____

min. days per week?_____

min. wks. per yr?_____

Comment

Antecedent Questions

EXPERTS
(Feb. 20, 1970)

1. Does your agency employ 100 or more persons in locations within one hour of traveling time to reach Kingsborough Community College?..... 1 2 3

2. Does your agency recruit a minimum of twenty-five college students per year for positions at the GS-5 level (or equivalent) which are the entry point in career lines leading to middle-management positions or above?..... 1 2 3

3. Does your agency have responsibility to identify groups and individuals within the society whom it wishes to encourage and assist in pursuing government service careers with opportunities for advancement to middle-management positions?..... 1 2 3
Comment

4. Does your agency assume operational responsibility for human resource development?..... 1 2 3

If yes, does this derive from:
a) the nature of the agency's mission?..... 1 2 3

b) the personnel policies and practices of the agency?..... 1 2 3
Comment

5. Is your agency seeking new ways to recruit and develop college graduates for government service careers with an opportunity to advance to middle-management positions?..... 1 2 3

a) If yes, what initiated the search for new ways to recruit and develop college-trained personnel?..... 1 2 3
Comment

b) If you are having difficulty in recruiting adequate numbers of graduates from four-year colleges, would you be willing to consider having, instead, community college graduates who seem to have the potential to develop to the middle-management level?..... 1 2 3
Comment

6. Many agencies already work under, or anticipate, increased emphasis on contact with local persons and organizations due to federally de-centralized operations. Is this true of yours?..... 1 2 3
Comment

7. As the emphasis on urban problems and other community needs demands more of our attention many agencies are expected to exercise initiative and flexibility, both in administrative and substantive agency programs, to meet those needs and to do so as flexibly and responsibly as possible. Is this true of yours?..... 1 2 3
Comment

I. Agency Needs

1. Are the following skills and abilities important for young people embarking on government service careers which can lead to middle-management positions or above?

		1	2	3	4
a.	A broad range of problem-solving skills?.....				
	Comment		6	1	
b.	The ability to make decisions and/or sound recommendations?.....				
	Comment		4	3	1
c.	Sufficient personal drive to seek and achieve long-range goals?.....				
	Comment		3	3	1
d.	Flexibility in analyzing and responding to a situation in response to a supervisor and in other on-the job relationships in a mission-related assignment?.....				
	Comment		4	3	
e.	The ability to carefully analyze written materials?.....				
	Comment		5	1	1
f.	Precise and expressive communication skills, oral and written?.....				
	Comment		4	3	
g.	A grasp of organizational relationships within an agency and how a given unit relates in various ways to the entity as a whole?.....				
	Comment		4	1	
h.	The ability to see central issues in a situation or problem and still recognize other perspectives than one's own-or that of one's agency or unit within the agency?.....				
	Comment		4	2	1
i.	The capacity to collaborate, the positive orientation to collaboration, based upon central issues and common objectives when two or more viewpoints, agencies or units within an agency are involved?.....				
	Comment		3	[illegible]	
j.	Capacity to tolerate ambiguity, complexities and other pressures inherent in contemporary government and the society it serves and the other side-effects of rapid social change?.....				
	Comment		4	3	
k.	The ability and motivation to pursue personal and organizational goals despite the limits imposed by formal structured settings, organizations and institutions?.....				
	Comment		[illegible]		

I. Agency Needs cont'd

2. Has the rapidity of change in this society and the diverse impacts of direct and technological communication made it increasingly important for government personnel to comprehend the various systems, practices and issues involved in modern government communications?..... 1 2 3 4
Comment

4 2 1

3. Similarly, is it important for them to be familiar with methods and techniques utilized for internal agency communications?..... 1 2 3 4
Comment

4 2 1

4. Is practice in the analysis and preparation of information and research reports very useful for persons in a wide range of agency positions and levels?..... 1 2 3 4
Comment

1 2 3

5. Is it valuable for personnel of agencies concerned with urban problems, to understand issues and approaches in the identification, development and utilization of manpower resources and human resources development to meet public policy objectives and related social and economic needs?..... 1 2 3 4
Comment

4 2 1

6. Do certain public agency programs, such as those involving the needs of people in urban settings, call for sensitivity and genuine concern on the part of government officials and employees?..... 1 2 3 4
Comment

4 1

7. This is a time of rapid social change to meet complex urban and other problems of the society. To do this in responsible ways which do not complicate problems further (through unnecessary delays, bureaucratic red tape etc.) requires the capacity in agency personnel to modify and readjust an earlier view of a situation or problem and the ability to act responsibly and flexibly in the least possible time. Is this what you seek in agency personnel?..... 1 2 3 4

5 2

4

II. Curriculum, Methodology, etc.

1. Do you favor the generalist approach in a curriculum to prepare community college graduates for careers in government?..... 1 2 3 4
   3 1 2 1
   Comment

2. Do you believe it is valuable to include a large component of liberal arts courses in a community college curriculum for students who will enter upon government service careers after graduation?..... 1 2 3 4
   3 2 2
   Comment

3. Would you advise a community college student seeking a government service career with opportunities for advancement to middle-management positions to enroll in a program through which they can get worthwhile work experience in an agency while attending college?..... 1 2 3 4
   6 1
   Comment

4. As preparation for government service careers of these community college students, can knowledge of the following principles be of significant value if taught effectively?

   a) How to approach a problem, or examine a situation?..... 1 2 3 4
   5 1

   b) How an individual can work well in government?..... 1 2 3 4
   3 3 1

   c) How to organize information and other resources in approaching a new task?..... 1 2 3 4
   6 1

   d) How to relate to a new organizational structure?..... 1 2 3 4
   4 2 1

   Comment

5. Can such principles be taught most effectively in close connection with sustained, direct opportunity to learn how public agencies actually operate?.... 1 2 3 4
   5 2
   Comment

6. Would your agency be willing to accept students for part time assignments before graduation to provide potential college trained personnel with interest and commitment in a government service career which may lead to middle-management responsibilities?..... 1 2 3 4
   1
   Comment

II. Curriculum, Methodology, etc. cont'd 5

7. Would it be a definite advantage for community college graduates entering government service careers with opportunity for advancement to middle-management positions to have completed a curriculum which includes the following:

a. The examination and analysis of the structure of government agencies and comprehension of the various abilities, roles and relationships which combine to make an agency operative?..... 1 2 3 4
Comment — x 3 x

b. Empirical study of how new programs (or other agency functions) are developed and implemented from their inception through stages of preliminary projections and budgeting, program design and implementation, and full-scale implementation and review to meet stated objectives?..... 1 2 3 4
Comment — x x 3

c. Use of case-oriented study which draws heavily on government documents and typical agency materials?..... 1 2 3 4
Comment — 3 x x

d. The functions of planning and uses of data to define problems and strategies to meet organizational goals?..... 1 2 3 4
Comment — x 1 1

e. The use of program-related research, demonstration and evaluation techniques?..... 1 2 3 4
Comment — x 3 x

f. Formal and informal agency relationships, including familiarity and experience with arrangements and techniques for handling the issues which arise today when two or more public jurisdictions or agencies are working towards similar goals?..... 1 2 3 4
Comment — x 4 1

6

III. Field Experience Component

1. Is it desirable for students to enroll in a program which provides both study and field experience to examine the work of typical major administrative and "program" units?..... 1 2 3 : 5 x
   Comment

2. Do you favor on-the job learning of public administration procedures, techniques and skills under the direction of a supervisor as needed to carry out assignments, in preference to inclusion of technical specialties in formal study?..... 1 2 3 : 2 : x
   Comment

3. Do you favor a program in which students through sustained field experience are trained to perform actual tasks of the agency at a level commensurate with their ability?..... 1 2 3 : 3 x
   Comment

4. Do you favor a program which enables students to work in the agency on a part-time basis while they are attending the college?..... 1 2 3 : 6 :
   Comment

5. Do you favor agency participation in the formulation of criteria and actual selection of students for field experience from among those who meet college admissions criteria for the program?..... 1 2 3 : 4 : 2
   Comment

   a. What criteria would you suggest?..... 1 2 3 : 1 : 1
      Comment

   b. Why are they important?..... 1 2 3 : 1 : 1
      Comment

7

III. Field Experience Component cont'd

6. Do you favor the following types of involvement for government agencies in a college-level program to prepare students for government service careers:

a. Development of a "task list" for each student's field work at the Federal GS-4 or comparable level of responsibility, with as much sequential character as possible, for use of the college as well as the agency?..... 1 2 3 4
3 3 1
Comment

b. Assignments of agency personnel for training and supervision of students who do field work?..... 1 2 3 4
3 3 1
Comment

c. Participation in planning and conduct of joint orientation sessions for management, supervisory, faculty and other personnel at outset of the program?..... 1 2 3 4
4 3
Comment

d. Participation in planning and conduct of joint orientation session for students?..... 1 2 3 4
4 4
Comment

e. Conduct of periodic reviews of the program as a whole, and of each individual intern's progress in the program:

i) based on consultation with the interns, themselves, in groups?..... 1 2 3 4

ii) at scheduled meetings with college faculty and program coordinators? 1 2 3 4

iii) in 3-way meetings involving college representatives and interns?.... 1 2 3 4
4 x

Comment

f. Preparation of quarterly "adjective" ratings (e.g. "excellent") with appropriate comment'type evaluation on each intern?..... 1 2 3 4
1 x

Comment

III. Field Experience Component cont'd page 3

6. g. Participation of agency personnel in meetings, workshops and "small group" discussions" with the students and with college personnel in connection with the planning of selected course work components?..... 1 2 3 4

3 3 1

Comment

h. Occasional use of agency facilities for planning and review meetings, small group discussions, etc?..... 1 2 3 4

4 3

Comment

i. Is there a minimum number of hours per week in each student's assignment to your agency which you would consider necessary to warrant the agency's commitment and expenditure of man hours needed to cooperate in the ways you have indicated above?..... 1 2 3 4

4

If yes:

min. hours per day?_____

min. hours per week?_____

min. days per week?_____

min. wks. per yr?_____

Comment

KINGSBOROUGH COMMUNITY COLLEGE
of
The City University of New York
Oriental Boulevard, Manhattan Beach
Brooklyn, New York 11235

Preliminary Analysis of Numerical Responses to Section III Field Experience Component of Questionnaire Utilized in Vocational Education Grant #69-6-357: Development of a Community College Curriculum to Prepare Graduates for Government Service Careers.

This preliminary analysis is based upon the computation of replies in completed questionnaires received as of August 21, 1969 from the first two groups in the sample: 1) the membership of the Federal Personnel Association of Metropolitan New York; and 2) a small group of experts selected for their special knowledge and status in the fields of public administration, higher education, manpower and human resource development.

Almost all of the responses tabulated below are from persons in the first group, each of whom is the official designated as responsible for personnel administration at a Federal department or agency having a staff in the Metropolitan New York area. (In some instances the formal reply was from the head of the agency or another high official to whom it was directed, in accordance with agency procedures.)

Instructions on completing the questionnaire included the following:

Key: 1. Yes/Very Important

2. Important

3. Of Some Value

4. No/Unimportant

	Question	Responses 1	2	3	4
1.	Is it desirable for students to enroll in a program which provides both study and field experience to examine the work of typical major administrative and "program" units? (35-13-5)	21	14	13	5
2.	Do you favor on-the-job learning of public administration procedures, techniques and skills under the direction of a supervisor as needed to carry out assignments, in preference to inclusion of technical specialties in formal study? (35-9-8)	22	13	9	8
3.	Do you favor a program in which students through sustained field experience are trained to perform actual tasks of the agency at a level commensurate with their ability? (44-3-5)	29	15	3	5
4.	Do you favor a program which enables students to work in the agency on a part-time basis while they are attending the college? (44-3-5)	34	10	3	5
5.	Do you favor agency participation in the formulation of criteria and actual selection of students for field experience from among those who meet college admissions criteria for the program?* (36-8-7)	22	14	8	7
6.	Do you favor the following types of involvement for government agencies in a college-level program to prepare students for government service careers:				
	a. Development of a "task list" for each student's field work at the Federal GS-4 or comparable level of responsibility, with as much sequential character as possible, for use of the college as well as the agency? (37-9-6)	22	15	9	6
	b. Assignments of agency personnel for training and supervision of students who do field work? (40-6-6)	25	15	6	6
	c. Participation in planning and conduct of joint orientation sessions for management, supervisory, faculty and other personnel at outset of the program? (42-5-5)	26	16	5	5

*5a and 5b call for suggestions as to criteria and why they are important. These responses will be included in the more detailed final report. 80

6.	1	2	3	4
d. Participation in planning and conduct of joint orientation session for students? (42-5-5)	25	17	5	5
e. Conduct of periodic reviews of the program as a whole, and of each individual intern's progress in the program:				
i. based on consultation with the interns, themselves, in groups? (38-2-7)	22	16	2	7
ii. at scheduled meetings with college faculty and program coordinators? (33-6-6)	19	14	6	6
iii. in 3-way meetings involving college representatives and interns? (33-6-8)	22	11	6	8
f. Preparation of quarterly "adjective" ratings (e.g. "excellent") with appropriate comment type evaluation on each intern? (27-11-10)	16	11	11	10
g. Participation of agency personnel in meetings, workshops and "small group" discussions with the students and with college personnel in connection with the planning of selected course work components? (34-11-4)	21	13	11	4
h. Occasional use of agency facilities for planning and review meetings, small group discussions, etc.? (38-7-5)	21	17	7	5
i. Is there a minimum number of hours per week in each student's assignment to your agency which you would consider necessary to warrant the agency's commitment and expenditure of man hours needed to cooperate in the ways you have indicated above? (19-2-15)	17	2	2	15

Note: There was a wide range of responses in the minimum numbers of hours, days and weeks indicated in the replies. Certain figures, however, which follow, may be preliminary indications of trends in the data. Of 21 responses on minimum days per week, 10 replies indicated 4 or 5 days; 4 indicated 3 or 4 days; 5 indicated 2 days; and 4 indicated 1 day. Of 19 expressing minimum hours per day, 5 favored from 5 to 8 hours; 8 favored 4 hours; and 4 favored 2 or 3 hours.

Appendix B - Group #1
FEDERAL AGENCIES

AGENCY

DEPARTMENT OF AGRICULTURE

Plant Quarantine Division
641 Washington Street
New York, New York 10014

Office of the Inspector General
26 Federal Plaza
New York, New York 10007

DEPARTMENT OF THE AIR FORCE

Stewart Air Force Base
4603 Air Base Group
Newbourgh, New York 12550

DEPARTMENT OF THE ARMY

North Atlantic Division
Corps of Engineers
90 Church Street
New York, New York 10007

Army Pictorial Center
35-11 35th Avenue
Long Island City, New York 11106

Headquarters, Fort Hamilton
Civilian Personnel Office
Brooklyn, New York 11252

New York District, Corps of Engineers
26 Federal Plaza
New York, New York 10007

United States Military Academy
West Point, New York 10996

Headquarters, Eastern Area, Military Traffic
Management & Terminal Service
1st Avenue & 58th Street
Brooklyn, New York 11250

DEPARTMENT OF COMMERCE

U.S. Merchant Marine Academy
Kings Point, New York 11024

Maritime Administration
26 Federal Plaza
New York, New York 10007

Appendix B - Group #1

AGENCY

DEPARTMENT OF COMMERCE-Cont'd

U.S. Department of Commerce
350 Fifth Avenue-Room 6100
New York, New York 10001

DEPARTMENT OF DEFENSE

Defense Contract Administration
Services Region-New York
60 Hudson Street
New York, New York 10007

Defense Contract Audit Agency
New York Region
250 Seventh Avenue
New York, New York 10001

Department of Defense
Army Corps of Engineers
26 Federal Plaza
New York, New York 10007

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Social Security Administration
New York Payment Center
96-05 Horace Harding Expressway
Flushing, New York 11368

Public Health Service
U.S. Quarantine Station
Rosebank, S.I., N.Y. 10305

U.S. Public Health Service Hospital
Staten Island,
New York 10304

Department of Health, Education & Welfare
26 Federal Plaza
New York, New York 10007

Food & Drug Administration
850 Third Avenue
Brooklyn, New York 11232

Appendix B - Group #1

AGENCY

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Federal Housing Administration
26 Federal Plaza
New York, New York 10007

Federal Housing Administration
175 Fulton Avenue
Hempstead, New York 11550

Department of Housing & Urban Development
26 Federal Plaza
New York, New York 10007

DEPARTMENT OF JUSTICE

U.S. Attorney
U.S. Courthouse-Room 506
225 Washington Street
Brooklyn, New York 11201

United States Marshal, SDNY
U.S. Courthouse, Foley Square
New York, New York 10007

Immigration & Naturalization Service
20 West Broadway
New York, New York 10007

DEPARTMENT OF LABOR

Regional Administrative Services Office
341 Ninth Avenue
New York, New York 10001

Bureau of Labor Statistics
341 Ninth Avenue
New York, New York 10001

Bureau of Apprenticeship & Training
341 Ninth Avenue-Room 906
New York, New York 10001

Bureau of Employees' Compensation
321 West 44th Street
New York, New York 10036

Office of Labor-Management and
Welfare-Pension Reports
233 West 49th Street
New York, New York 10019

AGENCY

DEPARTMENT OF LABOR -Cont'd

Bureau of Work Training Programs
341 Ninth Avenue
New York, New York 10001

Bureau of Employment Security
341 Ninth Avenue
New York, New York 10001

DEPARTMENT OF THE NAVY

Naval Plant Representative Office
Gruman Aircraft Engineering Corp
Bethpage, New York 11714

U.S. Naval Hospital (St. Albans)
Jamaica, New York 11425

U.S. Naval Applied Science Laboratory
Flushing & Washington Avenue
Brooklyn, New York 11251

Supervisor of Shipbuilding, USN
Third Avenue & 29th Street
Brooklyn, New York

Naval Plant Representative
Sperry Gyroscope Company
Great Neck, New York 11020

Military Sea Transportation Service
Atlantic Area
58th Street & First Avenue
Brooklyn, New York 11250

U.S. Naval Air Station New York
Brooklyn, New York 11234

Naval Ships Stores Office
Federal Office Building
29th Street & Third Avenue
Brooklyn, New York 11232

Consolidated Industrial Relations Office
90 Church Street
New York, New York

Appendix B - Group #1

AGENCY

DEPARTMENT OF NAVY-Cont'd

Branch Regional Office of Civilian-
Manpower Management-New York
90 Church Street
New York, New York 10007

First Marine Corps District
605 Stewart Avenue
Garden City, New York 11538

Industrial Manager, USN, SND
Supervisor of Shipbuilding, USN,
NYK/Director, Naval Electronic
Systems Command, Northeast Division
29th Street & Third Avenue
Brooklyn, New York 11232

POST OFFICE DEPARTMENT

United States Post Office
46-02 21st Street
Long Island City, New York 11101

United States Post Office
148 Gradn Street
White Plains, New York 10602

United States Post Office
Great Neck, New York 11022

United States Post Office
Main Street
Yonkers, New York 10701

United States Post Office
Bronx, New York 10451

United States Post Office
New Rochelle, New York 10802

United States Post Office
Jamaica, New York 11431

United States Post Office
Farmingdale, New York 11735

United States Post Office
Port Washington, New York 11050

AGENCY

POST OFFICE DEPARTMENT-Cont'd

United States Post Office
New Hyde Park, New York 11040

United States Post Office
41-65 Main Street
Flushing, New York 11355

United States Post Office
Freeport, New York 11520

Board of U.S. Post Office Civil
Service Examiners
1980 Broadway
New York, New York 10023

United States Post Office
250 Merrick Road
Rockville Centre, New York 11570

New York Regional Office
Main Post Office Building
New York, New York 10098

United States Post Office
550 Manor Road
Staten Island, New York 10314

United States Post Office
Far Rockaway, New York 11601

United States Post Office
260 Engineers Drive
Hicksville, New York 11802

United States Post Office
Floral Park, New York 11001

United States Post Office
200 Fulton Avenue
Hempstead, New York 115511

United States Post Office
600 Franklin Avenue
Garden City, New York 11530

United States Post Office
33rd Street & 8th Avenue
New York, New York 10001

Appendix B-Group #1

AGENCY

POST OFFICE DEPARTMENT-Cont'd

United States Post Office
271 Washington Street
Brooklyn, New York 11201

United States Post Office
33rd Street & 8th Avenue
New York, New York 10001

United States Post Office
Long Beach, New York 11561

United States Post Office
Mineola, New York 11501

United States Post Office
Mount Vernon, New York 10551

DEPARTMENT OF THE TREASURY

Bureau of Narcotics
90 Church Street
New York, New York 10007

Department of Transportation
Third Coast Guard District
Governors Island, New York 10004

Internal Revenue Service
Post Office Box 9900
Church Street Station
New York, New York 10007

Bureau of Customs
U.S. Customhouse, Region 11
Bowling Green
New York, New York 10004

U.S. Savings Bond Division
Regional Office
26 Federal Plaza
New York, New York 10007

Internal Revenue Service
Brooklyn District
GPO Box 380
Brooklyn, New York 11202

U.S. Coast Guard Supply Center
31st Street & 3rd Avenue
Brooklyn, New York 11232

AGENCY

DEPARTMENT OF THE TREASURY-Cont'd

United States Assay Office
32 Old Slip
New York, New York 10005

Internal Revenue Service
Regional Commissioner's Office
90 Church Street
New York, New York 10007

Division of Disbursement
341 Ninth Avenue
New York, New York 10001

U.S. CIVIL SERVICE COMMISSION

U.S. Civil Service Commission
New York Region
26 Federal Plaza
New York, New York 10007

U.S. Civil Service Commission
New York Region
26 Federal Plaza
New York, New York 10007

U.S. Civil Service Commission
New York Region
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U.S. Civil Service Commission
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U.S. Civil Service Commission
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VETERANS ADMINISTRATION

Veterans Administration Hospital
First Avenue at East 24th Street
New York, New York 10010

Veterans Administration Hospital
Montrose, New York 10548

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855 Central Avenue
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8 Thurlow Terrace
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NYS Division of Employment
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Albany, New York 122226

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NYS Division of State Police
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State Education Building
Albany, New York 12224

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State Capitol
Albany, New York 12224

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Albany, New York 12225

Mr. David Meyer
Executive Secretary
NYS Personnel Council
NYS Department of Civil Service
State Campus
Albany, New York 12226

Institutions

Note: (Names and people to be added)

Appendix B - Group #2
NEW YORK STATE PERSONNEL COUNCIL

AGENCY MEMBERS

Mr. Henry Bankhead
Associate Personnel Administrator
NYS Division of Parole
2 University Place
Albany, New York 12203

Mr. William F. Barnes
Personnel Officer
NYS Division of the Budget
State Capitol
Albany, New York 12224

Mr. Sylvester J. Bower
Director of Administration
NYS Civil Defense Commission
Public Security Building
State Campus
Albany, New York 12226

Mr. Robert R. Brady
Director of Personnel
NYS Department of Agriculture
and Markets
Building 8-State Campus
Albany, New York 12226

Mr. James D. Brown
Director of Personnel
NYS Division for Youth
2 University Place
Albany, New York 12203

Mr. Donald Bruce
Administrative Officer
NYS Insurance Department
324 State Street
Albany, New York 12210

Mr. John W. Burns
Personnel Officer
NYS Department of Public Service
44 Holland Avenue
Albany, New York 12208

Mr. Vernon Davis
Director of Personnel
NYS Department of Audit and Control
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Albany, New York 12225

Mr. Bob Bouchard
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NYS Department of Taxation
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Head Account Clerk
NYS Division of Veteran's Affairs
155 Washington Avenue
Albany, New York 12210

Miss Anne M. Dolan
Administrative Officer
NYS Division of Housing
and Community Renewal
393 7 Avenue
New York, New York 10001

Miss Bette Dowling
Director of Personnel
NYS Banking Department
100 Church Street
New York, New York 10007

Mr. Francis DuCharme
Personnel Officer
NYS Conservation Department
State Campus
Albany, New York 12226

Mr. Jerry Dudak
Director of Personnel
NYS Narcotic Addiction Control Commission
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Albany, New York 12203

Mr. William Eckhardt
Personnel Officer
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Albany, New York 12226

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NYS Department of Motor Vehicles
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Albany, New York 12206

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Albany, New York 12225

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Albany, New York 12206

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Administrative Officer
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Assistant Director of Personnel
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The State Insurance Fund
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New York, New York 10007

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Assistant Secretary to the Governor
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Director of Personnel
NYS Division of State Police
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State Campus
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Director of Personnel
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Albany, New York 12224

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Administrative Assistant
NYS Offic eof Planning Coordination
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1 Division of Human Rights
Broadway, Rm. 2101
York, New York 10007

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Acting Personnel Officer
NYS Department of Law
State Capitol
Albany, New York 12224

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NYS Office of General Services
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Mr. Vincent La Flech
Assoc. Budget Examiner-Management
Budget

C. Jullian Parrish
Equal Opp.
R.S.D.

Ralph L. Kelly
Division for Youth

Albert Holbritter
NYS Teachers Ret.

Norm Salshutz
Sr. P.A.
Bronx State Hospital

Oleh V. Riznyk
Assoc. P.A.
Central Islip State Hospital

Bruce Wray, Sr. P.A.
Newark State School

Harold Margosian
Assoc. P.A.
Willowbrook State School

Mr. James Webster
Dir. Pers.
NYS Dept. of Labor

Alton S. Marshall
Secy. to Gov.

Mr. Russell Ketchum
Roswell Park Memorial Inst.

Mr. Daniel Ross
Asso. P.A.
West Seneca State School

Ray Brousseau
Sr. P.A.
Sunmont State School

Warren Briggs
Assoc. P.A.
Hudson River State Hospital

Appendix B - Group #3

EXPERTS

Dean Don K. Price
Graduate School of Public Administration
Harvard University
Cambridge, Massachusetts

Mr. Barry A. Passett, Director
N.J. Community Action Training Institute
413 West State Street
Trenton, New Jersey

Dr. Sidney J. Parnes
Creative Education Foundation
State University of New York
at Buffalo
3225 Main Street
Buffalo, New York

Mrs. Mary Nichalas
Deputy Assistant Regional Administrator
Program Coordination and Services Office
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26 Federal Plaza
New York, N.Y. 10007

John W. Morse, Director
Commission on Federal Relations
American Council on Education
1785 Massachusetts Avenue, N.W.
Washington, D.D.

Dr. Wallace Mandell
3932 Cloverhill Road
Baltimore, Maryland 21218

John W. Gardner, Chairman
National Urban Coalition
1815 8th Street, N.W.
Washington, D.C. 20006

Mrs. Florence B. Fiori, Chief
Personal Health Planning & Coordination
Comprehensive Health Planning Agency
N.J. State Department of Health
P.O. Box 1540
Trenton, New Jersey 08625

Mr. Edward Daniels
Senior Administrator
The Falleder Group, Inc.
Urban Development Consultants
1576 Broadway
New York, N.Y. 10019

Mrs. Almira K. Coursey
Office of Urban Affairs
City University of New York
Graduate Center
33 West 42nd St.
New York, N.Y. 10036

The Honorable Timothy Costello
Deputy Mayor, City of New York
250 Broadway
New York, N.Y.

Dr. Douglas R. Bunker
Acting Director Policy Sciences Program
State University of New York at Buffalo
3225 Main St.
Buffalo, N.Y.

Dr. Donald N. Bigelow, Director
Division of Program Administration
Bureau of Educational Personnel Development
400 Maryland Ave., S.W.
Washington, D.C. 20202

Mrs. Bernice L. Bernstein
Regional Director, Region II
Department of Health, Education and Welfare
26 Federal Plaza
New York, N.Y. 10007

Mr. Phillip Arnow, Director
Office of Policy,
Planning and Research
U.S. Department of Labor
Washington, D.C.

Dean Lester J. Rosner
Bernard Baruch College
17 Lexington Ave.
New York, N.Y. 10016

Mr. George E. Probst
Executive Director
National Commission for Cooperative Education
52 Vanderbilt Ave.
Brooklyn, N.Y. 10017

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Acting Regional Administrator
U.S. Department of Housing and Urban
Development
26 Federal Plaza
New York, N.Y. 10007

Dr. Richard Silberstein, Director
Staten Island Mental Health Society
Staten Island, New York

Dr. Clyde Sullivan
Special Assistant to the President
New Jersey College of Medicine & Dentistry
Jersey City, New Jersey

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State University of New York
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Buffalo, New York

Mr. John W. Gardner, Chairman
National Urban Coalition
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Washington, D.C. 20006

Mr. Edward Daniels
Urban Development Consultants
1576 Broadway, Room 305
New York, N.Y. 10019

COMPETENCY-BASED AREAS (CBAs) AND THE THEORY-PRACTICE UNITS (TPU's) WHICH THEY SUBSUME

1. UNDERSTANDING PUBLIC AGENCY STRUCTURE AND ADMINISTRATIVE PROCESSES

operationally defined as :

a. Ability to identify the fundamental management systems (e.g., personnel, budget, ets.) of an agency, including their component units and functions, and the ways in which these activities contribute to pursuit of an agency's mission, preservation of the agency as an organization, and performance of its mandated activities.

b. Ability to identify and understand the mission and formal organization of a public agency, the source(s) and flow of its authority, and the (formal and informal) adminsitrative processes through which its mandated activities are carried on.

c. Ability to recognize and differentiate the kinds of decisions made in public agencies, the people who make them and the roles they play, and the range of structure and styles which characterize decision-making processes in their organizations.

d. Ability to recognize the ways in which various types of organizational arrangements influence a public agency's relationships with its clients and constituents; and models of organizational structure for an agency which administers human service programs in an urban setting, in ways which optimize communication with and sensitivity to clients and constituents.

e. Ability to describe role expectations and behavior in the formal organization structure and to show contrast in employee behavior patterns when informal flexible structures exist.

f. Ability to demonstrate knowledge and understanding of status conceptions, role conflict and authority patterns within an organization having regard to the functions and dysfunctions of its bureaucratic structure.

2. IMPLEMENTING STATUTORY PROGRAMS AND POLICIES

operationally defined as

a. Ability to understand the legislative processes through which a publicly-funded program is shaped and enacted into law.

b. Ability to frame questions, in precise, professional language, pertaining to program's purpose(s) and mandated arrangements.

c. Ability to identify and analyze the component elements of a major, Federal, statute-based program which provides direct benefits to urban residents through local administration by a public agency.

d. Ability to analyze and interpret Federal agency policy and procedural directives (pertaining to the type of statute referred to in b. above) and identify words and phrases which either resolve or raise questions for the local administering agency.

e. Ability to analyze and evaluate descriptions and reports involving the effectiveness of the program in relation to its policies, goals and appropriations, utilizing program evluation techniques involving quantitative and non-quantitative data and basic analytical data processing skills.

f. Ability to design and implement evaluation plans and projects to assess efforts; performance; adequacy of the performance; efficiency; and process.

g. Ability to appraise local administering (e.g., city and/or state) agency organization, staff, budget and indirect outreach activities established to administer the program, in relation to its policies, goals and appropriations.

h. Ability to develop local administering agency organization, staffing patterns, and budgets to administer a publicly- funded program in relation to its policies , goals, and appropriations.

3. COMMUNICATING PUBLIC AGENCY POLICIES, PLANS AND PRACTICES, operationally defined as:

a. Ability to analyze public policy statements, agency directives, and other written documents for the purpose of extracting and summarizing their essential elements.

b. Ability to develop oral and written presentations (formal and informal) which clearly identify agency problems, processes, or practices.

c. Ability to alter one's speaking/writing style in congruence with the specified audience (e.g., colleagues, clients, legislators, pressure groups).

d. Ability to demonstrate flow-charting skills which clearly and accurately represent agency processes, future goals and work in progress.

e. Ability to utilize a variety of professional formats (e.g., position papers, highlight memoranda) for the presentation of analyses and recommendations concerning public agency plans, policies and practices.

f. Ability to understand and compare various models of external agency communications systems and to appraise their respective values as to openness and acountability and efficiency.

4. DEVELOPING PERSONAL/PROFESSIONAL IDENTITY AND CAPACITY FOR CONTINUING DEVELOPMENT IN PUBLIC AGENCIES

operationally defined as:

a. Ability to demonstrate facility for identifying alternatives with respect to one's position, professional development and goals in a public agency.

b. Ability to describe, analyze, and integrate one's multiple tasks in relation to the work of the agency unit and the agency as a whole.

c. Ability to assess one's own potential contributions to the furtherance of the agency's goals and to assert them effectively before the appropriate supervisory levels.

d. Ability to assess the relationship between personal goals and agency goals in relation to tasks' demands.

e. Ability to analyze and define one's job responsibilities in terms of the ethical and philosophical dimensions of the mission of the agency and its mandated activities.

f. Ability to tolerate ambiguity and uncertainty which arises in connection with agency change and/or new individual responsibilities within an agency.

5. SYSTEMATIZING AGENCY FISCAL AND BUDGETARY PROCESSES

operationally defined as:

a. Ability to identify different types of quantified information required in fiscal and budgetary offices.

b. Ability to assess whether or not the data 1) meet minimum standards of authenticity, applicability and accuracy; 2) are selected with the most economic interest operation. (time, space and finance)

c. Ability to convert raw data into appropriate analytical forms. (e.g., graphs, tables, etc.)

d. Ability to organize and present fiscal and budgetary materials appropriate to the needs of officers in charge of departments.

e. Ability to analyze fiscal and budgetary data presented to department by units within an agency.

f. Ability to recognize the deficiencies in fiscal and budgetary data in relation to the purposes served by particular fiscal and budgetary processes.

g. Ability to develop plans for an agency or its units to reflect the goals and activities that are to be consistent with the fiscal and budgetary design.

h. Ability to analyze data, recognize trends and forecast implications pertaining to fiscal and budgetary processes and then in relation to administrative directives.

operationally defined as:

a) Ability to analyze personal assumptions and expectations (in one's self and in others) which affect the decision making process.

b) Ability to discern how well-defined a situation is, to identify parameters which are clear, and components which are unclear.

c) Ability to identify the legal, substantive, logistical and strategic components in the decision making process; to identify the resources available for use in the process, to recognize and select those which will contribute to it, and to defend those selections.

d) Ability to identify and analyze policy and regulatory criteria affecting a decision.

e) Ability to select appropriate substantive criteria which will enter into the decision (e.g., time constraints, value standards, or range of possible options).

f) Ability to utilize practical aids for better decision making.

g) Ability to develop alternative decisions and their outcomes.

h) Ability to analyze the consequences (short-and long-term) of each outcome and compare results to original expectations.

i) Ability to understand the dimensions of time frame (i.e., long-and short-term) and scale (small and large impacts) which define the continua upon which substantive decision making lie.

j) Ability to justify (e.g., on the basis of facts, on the strength of argumentation) decisions taken.

k) Ability to distinguish between reactive and pro-active decision making and when and where each is best applied.

DECISION MAKING IN PUBLIC AGENCIES, page 2.

1) Ability to develop capacity to pace the decision making process both for substantive and strategic decisions and in light of completeness of information and priorities of the agency.

m) Ability to utilize knowledge of decision making process theories and practice to resolve complex agency and programmatic issues, including the ability to make (and defend) decisions under stress occasioned by limited data, constraints of time, external (e.g., media or political) pressures, and other realistic factors.

7. RESPONDING TO AGENCY'S CONSTITUENCIES NEEDS

operationally defined as:

a. Ability to develop interpersonal skills with clients which reflect sensitivity to their individual needs and perspectives.

b. Ability to define and identify the constituencies of an agency (e.g., individual, client groups, professional groups, geographical units).

c. Ability to recognize and appraise the constituencies' needs based on their demands or on independent judgment as a result of interaction with them.

d. Ability to appraise the extent to which the agency can meet the constituencies' needs.

e. Ability to redefine the agency practices or activities to help meet these needs when appropriate/possible and to recognize when it is not appropriate/possible.

f. Ability to identify other resources, mechanisms, and governmental entities which can help meet the constituency with advice and information useful for establishing contact themselves.

g. Ability to develop procedures to follow-up on the implementation of the proposed changes (from e above).

operationally defined as:

a. Ability to define and differentiate between fact and opinion, impression and evidence, and assumptions and conclusions.

b. Ability to identify, define and differentiate among deductive, inductive, and intuitive approaches to defining and solving problems.

c. Ability to use inductive reasoning (i.e., analysis and a step-by-step process of induction, using research design principles, and analysis of quantitative data) in the definition and solution of an agency problem, having selected a problem for which this is an appropriate approach.

d. Ability to use deductive reasoning (i.e., analysis, using careful and deductive reasoning) involving logic and an explicit plan of attack in the definition and solution and an agency problem, having selected a problem for which this is an appropriate approach.

e. Ability to recognize and utilize an intuitive mode of apprehending and analyzing agency problems using intellectual techniques(s) of arriving at plausible but tentative formulations (i.e., based on familiarity with the domain of knowledge involved, but without going through the analytical steps by which such formulations would be found to be valid or invalid conclusions).

f. Ability to understand policy making process both external and internal to public agencies, to recognize the consequences of such policy making process in the light of a) agency concerns and b) the public interest.

g. Ability to recognize two or more appropriate solutions to a problem, equally supported by data, (or partial data) and to identify their underlying differences (e.g., costs, professional priorities, personal values); and to recognize the need for policy guidelines to reach the best solution, and identify and apply those guidelines.

h. Ability to 1) define a complex agency problem, 2) develop alternative solutions, 3) choose and justify the most appropriate solution, 4) negotiate that solution, demonstrating:

—awareness of and ability to perform effectively in the context of time constraints, resources, and personal needs of all participants.

—decision-making capacity in the context of available resources and constraints, personnel and policy considerations.

—social effectiveness in situations requiring sensitivity to others' perspectives, compromise, persuasion, discipline, perserverance, exercise of authority, etc.